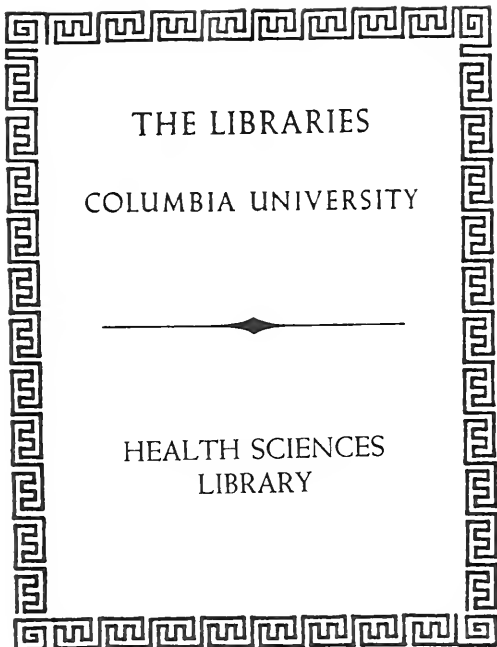


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SIXTY-FIRST

ANNUAL REPORT OF THE MANAGERS

OF

The New York

Institution for the Blind

FOR THE YEAR ENDING SEPTEMBER 30, 1896.

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SIXTY-FIRST

ANNUAL REPORT OF THE MANAGERS

OF

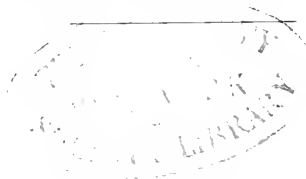
THE NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1896.

LUX ORITUR:

“And I will bring the blind by a way they know not; I will lead them in paths they have not known; I will make darkness light before them.”—ISAIAH xlii, 16.



NEW YORK:
THE BRADSTREET PRESS, 279 BROADWAY.
1897.

BOARD OF MANAGERS.

Terms of continuous service.

JOHN TREAT IRVING,*	Since 1863
WILLIAM WHITEWRIGHT,	" 1866
WILLIAM C. SCHERMERHORN,	" 1866
FREDERICK AUGUSTUS SCHERMERHORN,	" 1870
PETER MARIÉ,	" 1870
FREDERICK W. RHINELANDER,	" 1874
FREDERICK SHELDON,	" 1874
CHANDLER ROBBINS,	" 1875
PHILIP SCHUYLER,	" 1878
JOHN I. KANE,	" 1881
FREDERICK BRONSON,	" 1888
GUSTAV E. KISSEL,	" 1891
JOHN M. BOWERS,	" 1891
GEORGE L. PEABODY, M.D.,	" 1891
CHARLES H. MARSHALL,	" 1892
GOUVERNEUR M. SMITH, M.D.,	" 1893
HOWLAND DAVIS,	" 1894
WILLIAM A. DUER,	" 1894
WILLIAM G. HAMILTON,	" 1894
WILLIAM W. APPLETON,	" 1896

* Resigned.

OFFICERS OF THE BOARD.



WILLIAM C. SCHERMERHORN, *President.*
PETER MARIÉ, *Vice-President.*
F. AUGS. SCHERMERHORN, *Recording Secretary.*
FREDERICK SHELDON, *Corresponding Secretary.*
WILLIAM WHITEWRIGHT, *Treasurer.*



STANDING COMMITTEES.

Committee on Finance.

GUSTAV E. KISSEL, JOHN M. BOWERS,
HOWLAND DAVIS.

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON, CHARLES H. MARSHALL,
PHILIP SCHUYLER, WILLIAM A. DUER.

Committee on Instruction and Music.

CHANDLER ROBBINS, GEORGE L. PEABODY,
JOHN I. KANE, WILLIAM W. APPLETON.

Committee on Industrial Training.

FREDERICK W. RHINELANDER, GOUVERNEUR M. SMITH,
F. A. SCHERMERHORN, WILLIAM G. HAMILTON.

The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By-Laws.*)

OFFICERS OF THE INSTITUTION.

WILLIAM B. WAIT, *Superintendent.*

DWIGHT L. HUBBARD, M.D., *Attending Physician.*

JOHN T. METCALF, M.D., *Consulting Physician.*

JOHN H. HINTON, M.D., }
ROBERT F. WEIR, M.D., } *Consulting Surgeons.*

Teachers in the Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
JAMES F. RICE,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	ETTA D. LEWIS,
GEORGIA T. SCHOONMAKER,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	GRACE L. MERRITT,
IDA R. PALEN.	

Teachers in the Musical Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
JESSIE L. ALEXANDER,	CLARA L. STODDARD.

Teacher in the Kindergarten Department.

NAOMI BOOMHOUR.

Teacher in the Tuning Department.

HENRY COFFRE.

Teachers of Manual Training—For Boys.

RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK.
------------------	--------------------

Manual Training and Home Science—For Girls.

ANNIE E. HAMLIN,	MARY B. SCHOONMAKER,
MARY E. KELLY.	

*House Department.*WM. H. HARRISON, *Steward.* LOANNA A. HASKELL, *Matron.*L. ADELLE ROGERS, *Assistant Matron.**Stenographer and Librarian.*

JENNIE M. CURTISS.

Reception Room.

ALICE HATCHMAN,

HANNAH M. RODNEY.

Upholstress.

ANNA J. SHERIDAN.

SIXTY-FIRST ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York :

The Managers of The New York Institution for the Blind, in compliance with the provisions of the Act of the Legislature, respectfully submit their report for the year ending September 30, 1896.

The whole number of pupils during the past year was 214.

The report of the Superintendent, which is hereto annexed, gives many details in regard to the work of the several departments of the school, together with interesting statistics of a general character.

The general health of the pupils has been good. The report of the Attending Physician is hereto annexed.

The following statement of the moneys received and expended is respectfully submitted :

RECEIPTS.

Cash on hand September 30, 1895.....	\$10,795.59
From General Appropriations	50,354.13
Interest.....	11,613.79
From Legacies and Gifts	8,000.00
From all other sources (Counties, Industrial Department, etc.).	16,271.75

\$97,035.26

EXPENDITURES.

Provisions and Supplies.....	\$14,955.73
Clothing, Dry Goods, etc.....	3,717.82
Salaries and Wages.....	23,366.38
Fuel.....	2,781.52
Gas	1,553.14
Furniture and Fixtures	2,557.49
Repairs and Alterations.....	8,386.89
Transportation and Traveling	295.92
Insurance	2,075.50
Medicines and Medical Supplies	146.19
Assessments.....	7,674.02
All other expenses	16,233.78
Cash on hand September 30, 1896.....	13,290.88

\$97,035.26

For details of these receipts and disbursements, reference is respectfully made to the report of the Treasurer, which is hereto appended.

The following is a list of the legacies and donations which have been received by this Institution from time to time, since its organization in 1831, up to September, 1896:

Miles R. Burke	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland.....	300.00	Madame Jumel.....	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers	34.00
Elizabeth Bayley	100.00	Thomas Garner	1,410.00
John Jacob Astor.....	5,000.00	Chauncey and Henry Rose ..	5,000.00
William Bean	500.00	Elizabeth Magee	534.50
Peter Gerard Stuyvesant	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh	5,000.00	Rebecca Elting.....	100.00
Elizabeth Demilt.....	5,000.00	G. Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein	250.00
C. D. Betts	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah Wooley ..	5,984.83
Sarah Bunce	500.00	Benjamin Nathan.....	1,000.00
Elizabeth Idley.....	196.00	Thomas M. Taylor	6,151.94
Samuel S. Howland	1,000.00	James Peter Van Horn.....	20,000.00
William Howe	2,985.14	Caleb Swan.....	500.00
Margaret Fritz	100.00	Mrs. Adeline E. Schermerhorn	10,000.00
James McBride.....	500.00	Henry H. Munsel.....	3,396.32
Charles E. Cornell.....	521.96	Thomas Chardevoyne.....	5,000.00
Charles E. Deming.....	50.00	William Dennistoun	11,892.77
Mrs. Dewitt Clinton.....	200.00	William B. Astor.....	5,000.00
W. Brown.....	465.00	Benjamin F. Wheelright	1,000.00
Elizabeth Gelston	1,000.00	George T. Hewlett (Executor)	500.00
Robert J. Murray	500.00	Ephraim Holbrook	39,458.16
Seth Grosvenor	10,000.00	Mrs. Emma B. Corning.....	5,000.00
Elijah Withington	100.00	Eliza Mott.....	1,475.54
Benjamin F. Butler.....	812.49	Mary M. Colby.....	595.86
Frissel Fund.....	2,000.00	Henry E. Robinson	6,000.00
Simeon V. Sickles.....	6,561.87	M. M. Hobby.....	726.28
Anson G. Phelps.....	5,675.68	Caroline Goff.....	4,161.59
Thomas Reilly	2,254.84	Simeon Abrams	5,052.70
Elizabeth Van Tuyl.....	100.00	Catherine E. Johnson.....	530.00
Thomas Eggleston.....	2,000.00	Maria Hobby	1,187.68
Sarah A. Riley.....	100.00	Daniel Marley	1,749.30
William E. Saunders.....	725.84	J. L., of Liverpool, England..	25.00
Thomas Eddy.....	1,027.50	Emma Strecker	12,221.66
Robert C. Goodhue.....	1,000.00	Eli Robbins.....	5,000.00
Jonathan C. Bartlett	190.00	Margaret Burr	11,011.11
Stephen V. Albro.....	428.57	Mary Burr.....	10,611.11

George Dockstader	\$325.00	Abby A. Coates Winsor.....	\$1,000.00
Mr. Roosevelt.....	10.00	Harriet Flint.....	1,776.74
Samuel Willetts	5,045.00	Morris G. Robbins	10,000.00
Augustus Schell.....	5,000.00	Cash	25.00
James Kelly	5,000.00	Julia Ann Delaplaine.....	36,618.83
William B. Bolles and Leonora		Mary Brandish.....	89.40
S. Bolles	2,949.11	Thomas N. Strong	1,893.00
Edward B. Underhill	500.00	Maria Moffett, cash.....	8,891.21
Cash (no name)	55.00	Maria Moffett, in stock, par	
Harriet Gross.....	1,000.00	value.....	7,600.00
Mary Hopeton Drake.....	2,340.00	John Vanderbilt.....	25.00
Mary Rogers.....	1,000.00	William Clymer	2,000.00
Polly Dean	500.00	Julius D. Payton.....	1,000.00
John Delaplaine.....	302.99	Amos R. Eno, cash.....	5,000.00

Of the funds thus received there are invested in United States bonds one hundred and fifty-eight thousand dollars (\$158,000), at par value, the actual cost of which was one hundred and sixty-nine thousand nine hundred and seventy-one dollars and ninety-one cents (\$169,971.91); in New York City stock, twenty-nine thousand dollars (\$29,000), at par value, the actual cost of which was thirty thousand seven hundred and twenty-two dollars and fifty cents (\$30,722.50), and in bonds secured by mortgage on real estate in this city, sixty-eight thousand dollars (\$68,000).

There is also deposited in the Union Trust Company a portion of said fund, amounting to eighteen thousand four hundred and sixty-six dollars and seventy-three cents (\$18,466.73). The balance of the fund has been applied to the purposes of the Institution in such ways as the Managers thought would add to the efficiency of the school, and promote the health and comfort of the pupils.

Nothing of great importance has transpired during the year, except that the Comptroller of the City and County of New York has felt obliged to decline to repay to the Institution (whose position in the matter is merely that of an intermediary or disbursing agent) the amount actually expended for clothing furnished to pupils sent here from this city to be educated, as provided by law. His action is based on the assumption of the

State Board of Charities that this institution of learning is, by the new constitution of the State, placed under the supervision and control of that Board, and must be classed with penal and charitable establishments, and that blind children cannot here receive the benefits of education unless certified to be paupers or criminals. This contention the Managers have felt constrained to resist, holding that the Institution is entirely an educational one, and is no more to be classed with charitable and penal institutions than are the public schools of the State. The court of first instance has decided in favor of the contention of the Managers, but the Comptroller has appealed, and the decision of the Appellate Court is now awaited.

Your Honorable Body is respectfully informed that an appropriation of two hundred and seventy-five dollars (\$275) per pupil will be required for the ensuing year. This sum will not equal the necessary cost of educating the pupils, but when added to the revenue of the Society from its invested funds, it will enable the Managers to maintain the Institution at the present high standard of excellence.

THE NEW YORK INSTITUTION FOR THE BLIND.

WM. C. SCHERMERHORN, *President*.

F. AUGS. SCHERMERHORN, *Secretary*.

City and County of New York, ss. :

WILLIAM C. SCHERMERHORN, of said city, being duly sworn, saith : That he is the President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this 15th day }
of December, 1896. }

AUGUSTUS H. CARPENTER,

Notary Public, New York County.

Report of the Treasurer.

WILLIAM WHITEWRIGHT, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1896.

Dr.

To cash balance September 30, 1895..... \$10,795.59

Received from .

Legacies	\$8,000.00
State of New York	41,521.00
State of New Jersey.....	8,833.13
Rents	200.00
Music and Instruction.....	320.14
Clothing, Dry Goods, etc.....	127.85
Industrial Department.....	1,000.55
Interest	11,613.79
New York County.....	1,112.50
Rebate on Taxes	30.43
Kings County.....	1,715.70
Supplies	105.61
Furniture and Fixtures .....	.85
Repairs and Improvements.....	48.48
Drugs and Medicines	3.45
Investment Fund.....	11,106.19
Steward's Fund	500.00

86,239.67

\$97,035.26

By Cash paid for:

Cr.

Supplies	\$14,955.73
Salaries and Wages	23,366.38
Clothing	3,717.82
Furniture and Fixtures.....	2,557.49
Repairs and Improvements.....	8,386.89
Traveling Expenses.....	295.92
Legal Expenses.....	3,668.62
Gas.....	1,553.14
Mount Hope Property	3,415.90
Music and Instruction	1,889.05
Assessments	7,674.02
Insurance	2,075.50
Industrial Department (Salaries and Wages Account)	1,348.00
Petty Accounts.....	1,368.17
Clothing, Dry Goods, etc. (Salaries and Wages Account).....	3,076.65
Industrial Department (Material).....	967.39
Drugs and Medicines	146.19
Fuel	2,781.52
Steward's Fund.....	500.00

\$83,744.38

13,290.88

\$97,035.26

WILLIAM WHITEWRIGHT, *Treasurer.*

Examined with vouchers and found to be correct.

New York, November 25, 1896.

HOWLAND DAVIS,
WM. C. SCHERMERHORN, } *Finance Committee.*
PETER MARIÉ,

Report of the Attending Physician.

To the Board of Managers of The New York Institution for the Blind:

GENTLEMEN—In submitting my annual report, it is gratifying that there are no serious conditions to be noted either in relation to the health of the pupils or to the hygienic and sanitary conditions of the Institution.

When the predispositions are considered which necessarily prevail among a class of students in whom inherited disease is a strong factor, it is noteworthy that there are so few acute cases depending upon these tendencies. The absence of diseases which would otherwise occur among this class of children, whose nervous systems are so manifestly impressionable, is due in large part to excellent management and discipline. Apprehension and fear of pain must be carefully considered, and attention to this mental condition is sometimes more important than the active treatment of physical ills.

Preventive measures, faithfully carried out, such as ample provision for fresh air and exercise, have also been the means of lessening to the minimum many of the common ailments.

During the year there have been no cases of contagious disease, and no suspicious cases requiring isolation.

It is with pleasure that I am able to submit a report so negative as to actual disease requiring treatment.

Respectfully submitted,

DWIGHT L. HUBBARD, M.D.,

Attending Physician.

Report of the Superintendent.

To the Board of Managers :

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1896:

Number of pupils September 30, 1895	183
Admitted during the year.....	<u>31</u>
Whole number enrolled	214
Reductions	<u>31</u>
Number September 30, 1896.....	183

HEALTH.

For reasons that are obvious many blind children fall below the standard of usual health and activity which prevails among children whose development has been unhindered by the loss of sight. The avoidance of acute diseases, and the maintenance of a fair average degree of health, call for somewhat more vigilance and care in the application of precautionary measures and in the maintenance of sanitary conditions than are required in the administration of other schools.

During the past year the health of the school has been uniformly good; and although the winter of 1895-96 was notable for the wide prevalence of an epidemic of measles, which seriously interfered with the comfort and work of some schools, we were so fortunate as to be wholly exempt.

PURPOSE AND STATUS OF THE INSTITUTION. EXAMINATIONS.

The Charter of this Institution was obtained in 1831, and, as therein stated, it was established “for the purpose of instructing

children who had been born blind, or who may have become blind by disease or accident." Since its organization its relations with the school system of the State have been very intimate. Under the operation of various statutes, and more recently under the Consolidated School Law of 1894, this school has been delegated by the State to do its educational work for this class of children. The present State Superintendent of Public Instruction, Hon. Charles R. Skinner, has always shown a deep interest in our work, and a desire to promote the educational interests of the blind in every possible way.

A still more intimate connection of the Institution with the educational system of the State is secured by the provisions of the law of 1892, known as the University Law. Under the provisions of this act this Institution falls within the statutory definition of an academy, and is a member of the University of the State of New York. It has been our purpose, so far as the special character of our work will permit, to follow the syllabus prescribed by the Regents of the University.

Some of the prescribed subjects are impracticable for us, as, for example, drawing, while several branches which are essential to our course have not as yet been incorporated in the University syllabus, although they doubtless will be at no distant day.

The syllabus ought to contain a new group embracing all musical subjects, while knitting, crocheting and sewing by hand and machine should be added to the "Home Science" group as optional subjects for the benefit of blind students.

The Regents, as also the Secretary, Mr. Melvil Dewey, and the Director of Examinations, Mr. James Russell Parsons, have shown much interest in our work. While we ask no special favors, I am sure that, as opportunity offers, such adjustments will be made by the Regents as will meet the conditions of schools for the blind.

It may be truthfully said that no branch of educational work

presents more difficulties than are met with in the education of the blind. Although the subjects of study are the same as are pursued in other schools, their usual methods and appliances are not available, and the work must be carried on in darkness, so far as the pupils are concerned, by methods which are much slower than those followed in schools for pupils who can see. For these reasons all special schools are in a great measure isolated from the great body of other schools. Small in number, widely separated, and having to devise means and methods adapted to their peculiar needs, they have been, and of necessity must be, a law unto themselves.

Such a condition, however, is fraught with danger, for, where a teacher may in examination establish his own standards and apply his own tests, we may expect that the tests will be so framed and applied that the results will be well up to the standard. Under these conditions, pupils and teacher are apt to be self-deceived, and the work can hardly fail to be characterized by a spirit of languid complacency rather than by one of energy and keen solicitude.

The examinations conducted by the Regents furnish a uniform test of the work done in the schools of the State, and in 1891 an effort was made to prove our work by precisely the same tests as were applied through these examinations to other schools. The effort was stimulating and the result so encouraging that from that time to the present these examinations have been regularly taken by our pupils.

The following table shows a summary of the result :

	<i>Number examined.</i>	<i>Papers claimed.</i>	<i>Papers allowed.</i>	<i>Claims rejected.</i>	<i>Per cent. of rejected claims.</i>
1891.....	13	9	9	..	....
1892.....	97	83	83	..	....
1893.....	176	153	153	..	....
1894.....	201	157	153	4	2.54
1895.....	173	115	112	3	2.60
1896.....	194	149	149	..	....
	<hr/> 854	<hr/> 666	<hr/> 659	<hr/> 7	<hr/> 5.14
Yearly average.....					0.86

The subjects covered were reading, writing, spelling, grammar, geography, arithmetic, geometry, Greek, United States history, New York State history, civics, physiology and hygiene, physics, English composition and rhetoric.

The rules governing the examinations are rigorous. Each candidate must declare in writing that he had no prior knowledge of the questions, and that he neither received nor gave any aid in answering them. Principals and their deputies must also certify under oath that both the letter and spirit of all rules governing the examinations and writing of papers were faithfully observed. It is, of course, much to be desired that the number of pupils who fail on examination shall be as small as possible, and to this end none should be allowed to go up for examination without the regular preparation, nor unless there is a fair probability of success.

Bearing in mind that the pupil prepares his answer papers upon a typewriting machine, and that he cannot see his work as it proceeds, it will be understood that the test is much harder for a blind student than for one who can see. To do rapid and accurate work on a machine one must be "in practice." Having once studied typewriting, however, a student leaves that branch, and the best that can be done is to give him a brief period of practice just prior to the examinations. Thus it will be seen that pupils who are slow or out of practice will sometimes fail simply because they cannot complete the examinations within the time limit.

Failures are sometimes due to mistakes in using the keyboard, and unless the pupil is at once conscious of such an error, it will stand against him. Such mistakes count heavily against us in spelling, language subjects and mathematics.

The maximum credits which can be earned on any paper are 100; the number required to pass is 75, while a pupil who receives 90 passes with honor. After an examination has been finished in any given subject, it is the duty of the teacher to

give a rating to the answer of each of the ten questions, no answer receiving more than 10 credits.

While it is important that teachers should not send their pupils up for examination unless they are properly qualified, it is even more important that the ratings of answer papers should be just and exact, as otherwise claims will be improperly made by the teacher and will be rejected by the Regents. When such a case occurs some pupil who had been informed that he had passed will be greatly disappointed on learning that his paper has been rejected, and can hardly fail to conclude that the mistake in rating his paper was due either to carelessness or to inability to form a just estimate of his paper.

We have no means of knowing the standards adopted by the Regents for marking papers, but it is clear that the standards of excellence adopted by the schools must be as high as the standards of the Regents if the rejection of papers is to be avoided.

The following figures, kindly furnished by the Regents' office, show the number of papers claimed and allowed for 1892 to 1895, inclusive, for all the schools in the State :

	<i>Claimed.</i>	<i>Allowed.</i>	<i>Rejected.</i>	<i>Per cent.</i>
1891.....	152,640	146,488	6,152	4.02
1892.....	176,516	155,869	20,647	11.70
1893.....	185,677	165,676	20,001	10.77
1894.....	238,319	211,533	26,786	11.23
1895.....	259,932	231,331	28,601	11.00
Totals.....	1,013,084	910,897	102,187	48.72
Yearly average				9.74

From this it appears that of the whole number of papers claimed by all the schools during these five years, a yearly average of 9.74 per cent. was disallowed. By referring to the table previously given, it will be seen that a yearly average of 0.86 per cent. of the papers submitted by this school was rejected.

This is a satisfactory showing, and indicates that our standards for estimating the value of answer papers in different subjects agree very nearly with those of the Regents.

It should be noted that the difference in values given by the school ratings and the ratings of the Regents occurs in the case of papers which are on the border line. Peculiar conditions sometimes occur under which a teacher will feel justified in giving a higher credit than would be given by one unacquainted with the circumstances. When a doubtful paper is sent forward the pupil should be advised of the doubt, and that although claimed, it may not be allowed.

In June last two of our students, Robert J. Harvey and William A. Enderlin, successfully passed the examinations of the American College of Musicians for Associateship—the former in organ, the latter in piano, together with all the prescribed subjects in theory. Joseph W. Ackerman, who last year passed the examinations for Associateship in organ, this year passed the Associate examination in piano, together with some of the theory tests for Fellowship.

The College has prepared a syllabus of music, including the piano and all theoretical subjects, and a syllabus for the organ will soon be completed. It is the purpose of the College to make the examinations, based upon its course of musical study, available to schools and to students in any part of the country. A similar arrangement might also be made with the Regents in regard to the other departments of study. The work in all the schools for the blind might thus be systematized and prosecuted according to a common plan, and the value of the school products could be measured by the same recognized and impartial University standards that are applied in schools for those who can see.

Such a course would stimulate the ambition of pupils, insure the employment of well-qualified teachers, promote the improvement of methods, and secure to our schools many advantages arising from an active and coördinate union with the general educational system of the country.

During the past year the teachers and officers of the Institu-

tion have discharged their duties, which are often exacting and arduous, with efficiency and interest. With few exceptions, the pupils have shown appreciation of the advantages here offered, and many of them have merited warm commendation for amiable deportment and good scholarship.

Respectfully submitted,

WILLIAM B. WAIT,

Superintendent.

Industrial Department.

THE INDUSTRIAL DEPARTMENT in account with THE NEW YORK INSTITUTION
FOR THE BLIND, year ending September 30, 1896.

Dr.

To Raw Material and Stock on hand September 30, 1895...	\$170.90
“ Raw Material bought.....	967.39
“ Salaries and Wages.....	1,348.00
“ Bills Payable.....	112.33
	\$2,598.62

Cr.

By Cash received	\$1,949.55
“ Debts receivable	140.75
“ Raw Material on hand September 30, 1896... ..	269.52
	\$2,359.82
To Balance.....	238.80
	\$2,598.62

COURSE OF INSTRUCTION.

KINDERGARTEN.

The usual course is followed, the pupils being arranged in two grades.

LITERARY DEPARTMENT.

Sub-primary grade.—Reading, spelling, number.

Primary grade.—Reading, spelling, arithmetic.

Intermediate grade.—Reading, spelling, geography with dissected maps, English history, object lessons.

Sub-junior grade.—Reading, spelling, geography with maps, American history, point print with composition.

Junior grade.—Reading, spelling, English history, arithmetic, grammar, geography, typewriting.

Sub-senior grade.—Arithmetic, grammar, history, geography, physiology with apparatus, rhetoric, composition, typewriting.

Senior grade.—Algebra, geometry, physics, mental and moral philosophy, civics, political economy, typewriting.

MUSIC DEPARTMENT.

VOCAL.

Junior grade.—Exercises for the control of breath, and the formation and articulation of tones, with practice of scales, intervals and pieces; also exercises for the cultivation of the ear.

Senior grade.—The same continued with part singing.

INSTRUMENTAL.

Piano, organ.

THEORETICAL AND PRACTICAL.

Harmonic notation, harmony, simple and double counterpoint, composition, acoustics, musical form, musical history, theory and practice of teaching, piano technic, point system of tangible music, staff notation, piano tuning.

INDUSTRIAL DEPARTMENT.

The boys are taught cane seating and mattress making, and with the aid of models are instructed to perform such manipulation of the piano action and strings as are incident to the art of piano tuning.

The girls are taught sewing and knitting by hand and by machine, embroidery, crocheting, and such manipulation of needle, thread, worsted, etc., as are used in producing useful and ornamental articles; also cooking and household economy.

PHYSICAL TRAINING.

Daily class exercises.

NOTE.—All the subjects of the Literary Department cannot be represented in the work of a single year. Such as do not appear in the schedule will be taken up subsequently. The purpose is to complete spelling, grammar, United States history, New York State history, English history, arithmetic, physics, composition, geography, geometry and civics, according to the requirements of the Regents' examinations, before taking up other subjects in the course.

DAILY PROGRAM.

A. M.—8 to 8.10.

Chapel exercises.

8.10 to 9.

Academic grade, advanced arithmetic.	Kindergarten.
Geography, English composition.	Piano.
Junior grade, arithmetic.	Organ.
Sub-junior grade, reading.	Point print music writing and
Intermediate, grade I, reading.	Harmonic notation.
Intermediate, grade II, reading.	Piano tuning.
First primary grade, reading.	Mattress making.
Second primary grade, reading.	Cane seating.
Sub-primary grade, reading.	Sewing, knitting, etc.

9 to 9.50.

Physiology.	Kindergarten.
Sub-senior grade, arithmetic.	Point print music writing.
Junior grade, geography.	Music history.
Sub-junior grade, Kleidograph.	Piano.
Intermediate, grade I, Kleidograph.	Organ.
Intermediate, grade II, Kleidograph.	Piano tuning.
First primary grade, Kleidograph.	Sewing, knitting, etc.
Second primary grade, spelling.	Mattress making.
Sub-primary grade, spelling and nature lessons.	Cane seating.

9.50 to 10.

Recess.

10 to 10.45.

Advanced English.	Kindergarten.
Senior, grade I, arithmetic.	Piano.
Sub-junior grade, arithmetic.	Organ.
Geography.	Piano tuning.
Intermediate, grade I, arithmetic.	Mattress making.
Intermediate, grade II, arithmetic.	Cane seating.
First primary grade, arithmetic.	Sewing, knitting, etc.
Second primary grade, arithmetic.	
Sub-primary grade, arithmetic.	

10.45 to 11.30.

Senior, grade II, arithmetic.	Kindergarten.
Academic grade, physics.	Piano.
Elementary English, first grade.	Organ.
Elementary English, second grade.	Piano tuning.
Elementary English, third grade.	Mattress making.
Introduction to English.	Sewing, knitting, etc.
Geography.	Cane seating.
Spelling.	
Language lessons.	

11.30 to 11.45.

Recess.

11.45 to 12.45.

Senior, grade II, arithmetic.	Piano.
Geography.	Organ.
Typewriting.	Piano tuning.
First primary grade, calisthenics.	Cane seating.
Second primary grade, calisthenics.	Sewing, knitting, etc.
Sub-primary grade, calisthenics.	Mattress making.
Aesthetics in music.	

P. M.—1.45 to 2 30.

Senior singing class.	Piano.
Junior singing class, girls' division.	Piano tuning.
Typewriting.	Mattress making.
English composition.	Cane seating.
Advanced English.	Hand knitting.
	Machine sewing.
	Crocheting.

2.30 to 3.15.

Counterpoint.	Piano.
Junior singing class, boys' division.	Hand sewing.
Typewriting.	Machine sewing.
English composition.	Crocheting.
Advanced English.	Mattress making.
Spelling.	Cane seating.
Home science.	Hand knitting.
Piano tuning.	Organ.

3.15 to 3.30.

Recess.

3.30 to 4.15.

Harmony.	Mattress making.
Typewriting.	Cane seating.
Spelling.	Hand knitting.
Reading.	Hand sewing.
Home science.	Machine sewing.
Kindergarten.	
Piano.	
Organ.	

4.15 to 5.

Piano.	Mattress making.
Organ.	Cane seating.
Kindergarten.	Piano tuning.
Typewriting.	Hand knitting.
Reading.	Hand sewing.
Spelling.	Crocheting.
Home science.	Machine sewing.
Harmony.	

Except from 6 to 6.30 P. M., the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study, and the practice of piano, guitar and harmony lessons.

LIST OF PUBLICATIONS IN THE NEW YORK POINT PRINT.

MUSIC CULTURE.

- Wait's System of Point Musical Notation, revised edition.
 Key to Wait's Musical Notation, revised.
 Harmonic Notation, by William B. Wait.
 Normal Course of Piano Technic, by William B. Wait.
 Musical History, by G. A. Macfarren.
 The Great German Composers, three volumes.
 The Standard Operas, by G. P. Upton, two volumes.
 National Music of the World, by Chorley.
 Stories About Musicians, by Mrs. Ellet, three volumes.
 Organ Method, by Dr. John Stainer, two volumes.
 Violin Method, Louis Schubert, first part.
 Guitar Method, Carcassi.
 How to Teach Bands, by F. J. Keller.
 Tuning the Pianoforte.
 Tuners' Guide.
 Notes on Tuning, by J. A. Simpson.
 Explanatory Introduction to the Riemann edition of the Beethoven Sonatas.
 Lessons in Musical History, by J. C. Filmore.
 The Students' Helmholtz, Broadhouse, two volumes.
 Sound and its Phenomena, Brewer.
 Touch and Technic, Dr. William Mason, Vol. I.
 Counterpoint, Dr. J. F. Bridge.
 Studies in Phrasing, W. S. B. Matthews (in press).
 Manual of Musical History, Ritter.
 Panofka's Vocal Lessons, two volumes.
 "Materials Used in Musical Composition," Percy Goetschius, Vol. I (through
 Concord), Vol. II (through all classes of discords, including altered and mixed
 chords).
 Pronouncing Dictionary of Musical Terms, edited by B. B. Huntoon.

PIANO STUDIES.

PRIMARY AND PROGRESSIVE STUDIES.

- L. Köhler, Op. 190; easy and instructive pieces.
 C. Czerny, Op. 261; 101 preparatory lessons.

SCALE STUDIES—BOOK I.

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| Al. Schmidt, Op. 16, Nos. 3, 4. | Duvernoy, Op. 176, Nos. 1, 13, 14. |
| Berens, Op. 61, No. 1. | Köhler, Op. 115, Nos. 1, 2. |
| Bertini, Op. 29, No. 23. | Le Couppey, Op. 26, Nos. 1, 2. |
| Döring, Op. 8, Nos. 9, 10. | Lemoine, Op. 37, No. 24. |

ARPEGGIO STUDIES—BOOK I.

Czerny,	Op. 599,	Nos. 84, 87, 90,	Duvernoy,	Op. 120,	Nos. 4, 7, 8,
		94, 100.	Köhler,	Op. 115,	Nos. 9, 10.
Czerny,	Op. 636,	No. 7.			

TRIPLET STUDIES—BOOK I.

Bertini,	Op. 100,	No. 7.	Köhler,	Op. 175,	No. 8.
Heller,	Op. 45,	Nos. 23, 24.	Krause,	Op. 2,	No. 2.
Köhler,	Op. 167,	Nos. 1, 2, 6, 8.	Lemoine,	Op. 37,	Nos. 8, 16.

LEGATO STUDIES—BOOK I.

Bertini,	Op. 100,	No. 12.	Köhler,	Op. 175,	Nos. 1, 3, 6.
Döring,	Op. 8,	No. 11.	Spindler,	Op. 58,	No. 1.
Köhler,	Op. 151,	Nos. 7, 8, 9, 10.			

VELOCITY STUDIES—BOOK I.

Berens,	Op. 3,	No. 6.	Heller,	Op. 72,	No. 5.
Czerny,	Op. 636,	Nos. 20, 21.	Le Couppey,	Op. 26,	No. 12.
Czerny,	Études de la Velocity,		Mendelssohn,	Op. 72,	No. 5.
		No. 11.			
Döring,	Op. 8,	No. 8.			

TRILL STUDIES—BOOK I.

A. Krause,	Op. 2,	Nos. 1, 3.	L. Rohr,	Op. 24,	Nos. 1, 2, 3, 4, 5.
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PIANO PIECES.

- Bach, J. S. Twelve Preludes. *
- Bach, J. S. Fifteen Two-voiced Inventions. *
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- Bach, J. S. Allemande, Courante, Gavotte, Bourrée and Gigue, from the G major suite, Kullak edition. *
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- Bach, J. S. Fugue from the Toccata in E minor, Kullak edition. *
- Bach, J. S. Preambulum, Kullak edition. *
- Bach-Mason. Gavotte in D major.
- Baumfelder, F. Op. 270.

No. 1.	Sandman Knocks.	No. 5.	The Young Officer.
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3.	The Old Ruin.	7.	The Setting Sun.
4.	The Vintage.	8.	Grandma's Tale.

- Beethoven, L. Sonatinas. Op. 49. Nos. 1 and 2.
- Beethoven, L. Sonate Pathétique. Op. 13.

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| 8. Gracefulness. | 20. Tarantelle. |
| 9. The Chase. | 21. Harmony of the Angels. |
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| 11. The Blackbird. | 23. The Return. |
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| Chopin, F. Nocturne* | 9.... | 2. |
| Chopin, F. Mazurka * | 7.... | 3. |
| Chopin, F. Mazurka * | 50.... | 1. |
| Chopin-Liszt. Polish Song | 74.... | 2. |
| Clementi, M. Sonatinas | 36.... | 1, 2, 3, 4, 5, 6. |
| Gade, Niels W. Christmas Pieces... | 36.... | |
| No. 1. The Christmas Bells. | No. 4. Boy's Merry-go-Round. | |
| 2. Christmas Song. | 5. Dance of Little Girls. | |
| 3. The Christmas Tree. | 6. Good Night. | |

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| No. 1. Tarantelle. | No. 4. The Two Fisher Boys. |
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Goldner, W. Gavotte Mignonne.

Gurlitt, C. Aus der Kinderwelt.... Op. 74.

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| No. 1. Morning Song. | No. 12. Under the Linden Tree. |
| 2. The Friendless Child. | 13. The Sick Little Brother. |
| 3. Cradle Song. | 14. In the Garden. |
| 4. In School. | 15. The Snow Man. |
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| 7. Christmas. | 18. The Sorrowful Hour. |
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| 10. The Bold Rider. | |
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Handel, G. F. Six Fugues.

Handel, G. F. Harmonious Blacksmith, theme with variations.

Heller, S. Tarantelle..... Op. 85... No. 2.

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Heller, S.	Curious Story.	
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Hoffman, C.	Romance, "On the Heights."	
Ketterer, E.	Saltarelle	Op. 266.
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Lichner, H.	Twelve Characteristic pieces.	

No. 1. Entreaty.	No. 7. Elegy.
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No. 1. Sunday Morning.	No. 7. The Hunt.
2. The Little Postillion.	8. The Cradle Song.
3. It was only a King.	9. A Little Dance.
4. In the Boat.	10. The Little Soldier.
5. Entreaty.	11. Catch Me.
6. The Cuckoo.	12. Good Night.

Lysberg, C. B.	La Baladine	Op. 51.
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Mendelssohn, F.	Op. 72, six Christmas pieces.
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Mendelssohn, F.	Songs Without Words.
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Op. 19. No. 1. Sweet Souvenir.*	Op. 62. No. 26. The Departure.
19. 2. Regret.	62. 27. Funeral March.
19. 3. Hunting Song.*	62. 28. Morning Song.
19. 4. Confidence.	62. 29. Venetian Gondellied.
19. 5. Restlessness.	62. 30. Spring Song.
19. 6. Venetian Gondellied.	67. 31. Meditation.
30. 7. Contemplation.	67. 32. Lost Illusions.
30. 8. Without Repose.	67. 33. Song of the Pilgrim.
30. 9. Consolation.	67. 34. The Spinning Song.*
30. 10. The Estray.	67. 35. The Shepherd's Com- plaint.
30. 11. The Brook.	
30. 12. Venetian Gondellied.	67. 36. Serenade.
38. 13. The Evening Star.	85. 37. Reverie.
38. 14. Lost Happiness.	85. 38. The Adieu.
38. 15. The Poet's Harp.	85. 39. Delirium.
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38. 18. Duetto.	85. 42. Song of the Traveler.
53. 19. On the Sea Shore.	102. 43. Belief.
53. 20. The Fleeting Clouds.*	102. 44. Forsaken.
53. 21. Agitation.	102. 45. Tarantella.
53. 22. Song of Triumph.	102. 46. Retrospection.
53. 23. Sadness of Soul.	102. 47. The Moaning Wind.
53. 24. The Flight.	102. 48. The Joyous Peasant.
62. 25. May Breezes.	102. 49. Gondoline.

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Scharwenka, X.....	Polish Dance.....	Op. 3.
Schumann, R	Album for the Young.	
	(Steingraeber edition) ..	68.
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Schumann, R.....	Romance in F sharp.....	28.*
Schumann, R.....	Warum?	12...No. 3.*
Schumann, G.....	Tarantelle	11.
Spindler, F.....	12 Songs Without Words ..	44.
Spindler, F.....	Drawing-Room Flower....	17.
Tschaikowsky, P.....	Song Without Words, in F.	2.

ORGAN MUSIC.

Bach, J. S.....	Sonata in E flat No. 1.*	
Bach, J. S.....	Prelude and fugue in G minor (Peter's Edition, Book VIII, No. 5).	
Bach, J. S.....	The "Little" G minor fugue (Peter's Edition, Book IV, No. 7).*	
Batiste	Offertory, Op. 23, No. 2.	
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Guilmant	Elegy in F minor, Op. 55, No. 3.	
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Mendelssohn....	Prelude and fugue, Op. 37, No. 2.	
Merkel	Christmas Pastorale.	
Rink	Postlude No. 147, from "Practical Organ School."	
Stainer	Organ Method.	

GUITAR MUSIC.

Guitar method, by Carcassi.	Caprice, by King.
Arpeggio exercises.	Charming Gavotte, by Le Thiere.

HYMN TUNES.

Long Meter.

Creation,	Loving Kindness,	Rockingham,
Duke Street,	Luther,	Rothwell,
Germany,	Mendon,	Solid Rock,
Hamburg,	Migdol,	Tallis' Evening Hymn,
Harmony Grove,	Missionary Chant,	Uxbridge,
Hebron,	Old Hundred,	Ward,
Leyden,	Park Street,	Windham.

* Associateship Music.

Common Meter.

Antioch,	Colchester,	Geer,	St. Ann's,
Arlington,	Clarendon,	Manoah,	Varina,
Azmon,	Coronation,	Marlow,	Woodstock,
Balerna,	Cowper,	Mear,	Warwick,
Bemerton,	Dundee,	Noel,	Woodland.
Christmas,	Downs,	St. Martyn's.	

Short Meter.

Boylston,	Gorton,	Newark,	State Street,
Carlisle,	Haydn,	Olney,	St. Thomas,
Comber,	Handel,	Olmütz,	Thornton,
Cranbrook,	Laban,	Shirland,	Withington.
Dennis,	Leighton,	Silver Street,	

L. P. M., Nashville. C. P. M., Meribah. H. M., Lenox. 6s and 4s, America, Italian Hymn, Olivet. 6s and 5s, Morning. 7s, Pleyel's Hymn, Solitude. 7s and 6s, Amsterdam, Missionary Hymn, Jerusalem the Golden, Webb. 8s and 7s, Autumn, Harwell, Faben, Sicily. 11s, Portuguese Hymn. 12s, Scotland.

LITERATURE.

LANGUAGE.

Alphabet Sheets; Wait's Point Primer; Point Readers, Nos. 1 to 8; Words and Letters for Spelling Frames; Westlake's 3,000 Word Speller; Caesar's Commentaries (Latin); Allen's Latin Vocabulary, three volumes; A Class-book in Etymology; Swinton's Word Method Speller; Metcalfe and Bright's Language Exercises; Reed and Kellogg's Higher Lessons in English, two volumes; Collar and Daniell's Beginner's Latin Book; Reed and Kellogg's Word Building; Allen and Greenough's Latin Grammar, three volumes; Wait's Point Primers, new series, three parts; Talks with Caesar; Words and Their Uses, Richard Grant White; Seaside and Wayside Series of Nature Readers, six volumes; Six Orations of Cicero, with notes, Allen and Greenough; Hand-book of Punctuation, by J. A. Turner.

POLITICAL SCIENCE.

Constitution of the United States and Declaration of Independence; Fisk's Civil Government, two volumes; Outlines of Economics, R. T. Ely, two volumes.

MENTAL PHILOSOPHY.

Loomis' Mental and Social Culture; Psychology, by William James, three volumes; A Primer of Psychology, by Ladd.

NATURAL SCIENCE.

Gage's Elements of Physics, three volumes; First Steps in Scientific Knowledge, by Paul Bert, three volumes; The Students' Helmholtz; Sound and its Phenomena, by Brewer.

HISTORY AND BIOGRAPHY.

Barnes' Brief History of the United States, three volumes; Young People's History of France, Miss Yonge, two volumes; Warren Hastings, by Macaulay; Barnes' Primary History of the United States; Barnes' General History (political), three volumes; Barnes' General History (civilization), two volumes; Young People's History of England, Miss Yonge; Young People's History of Rome, Miss Yonge; Young People's History of Greece, Miss Yonge; Essay on Pilgrim's Progress, by Macaulay; Essay on Milton; Spectator Papers, by Addison; Sir Roger de Coverly Papers; Selections from Bacon's Essays; The American Scholar, by Emerson; Bunker Hill Orations, by Webster; Adams and Jefferson, by Webster.

MATHEMATICS.

Multiplication Tables; Robinson's Written Arithmetic, three volumes; Captions from Wells' Plane Geometry (demonstration and cuts omitted); Book of Diagrams from Wells' Plane Geometry; Wells' Plane Geometry in full, two volumes; Hall's Primary Arithmetic Reader; Peck's Algebra, two volumes; Colburn's Mental Arithmetic; Wells' Solid Geometry; Wells' Trigonometry; Logarithmic Tables of Numbers; Logarithmic Tables of Sines, Cosines, Tangents and Cotangents; Logarithmic Tables of Natural Sines, Cosines, Tangents and Cotangents.

PHYSIOLOGY.

Huxley's Physiology, two volumes; Temperance Physiologies (Pathfinder series), three volumes.

GEOGRAPHY.

Maury's Physical Geography, two volumes; Essentials of Geography, Fisher; Cardboard Maps, bound in three volumes, 18x19 inches.

TRAVELS AND ADVENTURES.

Tales of Adventure, two volumes; Tales of Discovery, two volumes.

NOVELS AND PROSE DRAMAS.

Picciola, two volumes; Undine; Selections from Tales from Shakespeare, by Charles and Mary Lamb, two volumes; The Pilot, by Cooper, two volumes, condensed; Henry Esmond, by Thackeray, three volumes; Ivanhoe, by Scott, condensed; Kenilworth, by Scott, condensed.

POETRY AND POETIC DRAMAS.

Snow-bound, Whittier; Idyls of the King; Enid, Elaine and Guinevere, by Tennyson; Selections from Longfellow; Selections from Holmes; Selections from Whittier; The Tempest, Shakespeare; The Merchant of Venice, with Rolfe's notes; Longfellow's Evangeline, with notes; Horatius; Selections from poems by Mrs. Browning; Selections from poems by Robert Browning; The Armada and other poems by Macauley; The Prisoner of Chillon; Thanatopsis and other poems by Bryant; Julius Caesar, Rolfe's Shakespeare; Lady of the Lake, by Scott, condensed; The Ancient Mariner, by Coleridge; Enoch Arden, and the Lotus Eaters, by Tennyson; L'Allegro, Il Penseroso, Comus, Lycidias, Hymn on the Nativity, by Milton; Gray's Elegy; The Deserted Village, by Goldsmith; The Queen's Wake, by Hogg; Sohrab and Rustum, by Arnold; Moore's Fire Worshipers, from Lalla Rookh.

CHILDREN'S BOOKS.

Rab and His Friends; Rill from the Town Pump and Mrs. Bullfrog; Feather-top; Jack the Giant Killer; Puss in Boots; Tales from the Arabian Nights; Aesop's Fables; Selections from Grimm's Fairy Tales; Hans Christian Andersen's Fairy Tales; Daddy Darwin's Dove Cot, by Mrs. Ewing; The Peace Egg, by Mrs. Ewing; The Jungle Book, by Rudyard Kipling.

RELIGIOUS.

Dairyman's Daughter; Bible Blessings; Pilgrim's Progress; Selections from Thomas à Kempis; Woodman's Nannette and Other Tales; In His Name; Looking Unto Jesus; Stalker's Life of Christ; Wee Davie, and a Trap to Catch a Sunbeam; Hymn Book, two volumes; Sunday School Weekly; Two Addresses by Professor Henry Drummond.

MISCELLANEOUS.

Irving's Sketch-book, three volumes; Self-help, three volumes; Selections from Chapters on Animals; Emerson's Conduct of Life, two volumes.

LIST OF PUPILS.

MALES.

ACKERMAN, JOSEPH W.
 ADAMEK, JOSEPH
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 ANGUS, THOMAS
 BAKER, WALTER E.
 BAPTIST, EDWARD G.
 BEETZ, CHARLES
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 BENDER, FRANK A.
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 KELLY, JAMES

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 SAHL, ALBERT W.
 STARK, ERNEST F. C.
 SCHWARTZ, CYRUS
 SCHELCHER, CONRAD
 SCHNEIDER, CHRISTIAN
 SMITH, EDGAR H.
 SCHIMPP, WILLIAM
 SCHROEDER, THEODORE
 SCHOTT, WILLIAM
 TORBECK, GEORGE M.
 TOPPING, EVERETT

THOMPSON, FRANK
 THOMPSON, WALTER
 TOBIN, WILLIAM
 TOBI, MOSES
 TUCKHORN, WALTER
 TYNAN, ANDREW
 VAN DER WYK, HERMAN
 WISELY, ALEXANDER J.

WHITE, BENJAMIN
 WILLIAMSON, MORRIS
 WINKLEMAN, FREDERICK
 WILSON, LESTER
 WITTENBERG, NATHAN
 WINTER, GEORGE
 WRIGHT, ROBERT

FEMALES.

BAKER, JENNIE L.
 BLACKBURN, RUTH
 BAHR, FLORENCE C.
 BECKER, CORDELIA J.
 BENNETT, JANE
 BENNETT, NELLIE
 BIRTLES, MARY E.
 BRITTON, DORETTA
 BIEBER, JETTIE
 BUTLER, E. LORETTA
 BUSSE, JOSEPHINE
 CASANOVA, LOUISA
 CARTAUZO, CATHERINE
 COONEY, MARY
 COOPER, MURIEL
 COSGROVE, A. MAUDE
 DE FRANCESCHA, THERESA
 DIEDRICH, ROSA
 DICKINSON, CATHERINE
 DOWD, MARGARET J.
 DRUM, MARGARETTA
 DUFFY, ANNA
 EARLE, EDITH
 EVANS, MARY E.
 EGERS, ADRIENNA
 ENNIS, JENNIE
 FLANIGAN, EMILY
 FELDMAN, AUGUSTA
 FREY, LOUISA H.
 FINN, CATHERINE
 FLYNN, M. LORETTA
 FLYNN, ELIZABETH
 GERSON, LOTTIE
 GREISS, THERESA
 GUFF, SARAH
 HANLEY, MARY A.
 HEFFREN, MARY
 HERBERT, FANNY
 HECKEL, BARBARA
 HINCHMAN, DELPHINE
 HORAN, ELIZABETH
 HOGAN, MARGARET R.
 HOWARD, DOROTHY G.
 HUGHES, ROSE
 HUMBLE, ELLA
 HUTCHINSON, C. E.
 JARSCHOFF, SARAH
 JOHNSON, MARTHA

KNAPP, SARAH E.
 KELLY, SARAH J.
 KOENIG, AMELIA
 KILBURN, CATHERINE
 KING, GRACE H.
 KOEHLER, LOUISA
 KURZ, LOUISA R.
 LEVY, ANNIE
 LICHTENBERG, HELEN
 MAHER, ANNIE
 MASKER, LILY I.
 MARSHALL, MARGEURITA
 MEIRDERICKS, AMELIA
 McKIEVER, JENNIE
 McMILLAN, EMMA
 McBRIDE, ABBY
 MORAN, MARY
 McHUGH, FLORENCE
 MURPHY, ELIZABETH
 MYERS, CATHERINE
 NEUHUT, LEAH
 O'SHAUGHNESSY, CATH-
 ERINE
 O'REILLY, AGNES
 PAYNE, ELIZABETH
 PHELAN, ELIZABETH
 PETERSON, KATHERINE
 PROUT, CORA L.
 PUCK, ALICE
 RICKER, FRANCES K.
 SCHWANDER, DAISY
 SAGEFKA, MATILDA
 SHEA, MARGARET
 SEITZT, FRANCESCA
 SCHLINDWEIN, WINIFRED
 SILK, MARY E.
 SCOTT, VIOLET
 STRUTHERS, EFFIE M.
 SULLIVAN, FRANCES M.
 THOMSON, MARION
 VANDERBILT, AMBER L.
 WALLACE, MADELINE
 WEIGAND, ELSIE
 WITZELL, CATHERINE
 WITTICH, IDA
 WOODS, THERESA
 YEOMANS, JULIA A.
 YOUNG, AGNES

The Blind, N. Y.

Serial

11

62d

1896/97

SIXTY=SECOND

ANNUAL REPORT OF THE MANAGERS

OF

The New York

Institution for the Blind

FOR THE YEAR ENDING SEPTEMBER 30, 1897.

No. 412 NINTH AVENUE,

NEW YORK CITY.

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SIXTY-SECOND

ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1897.

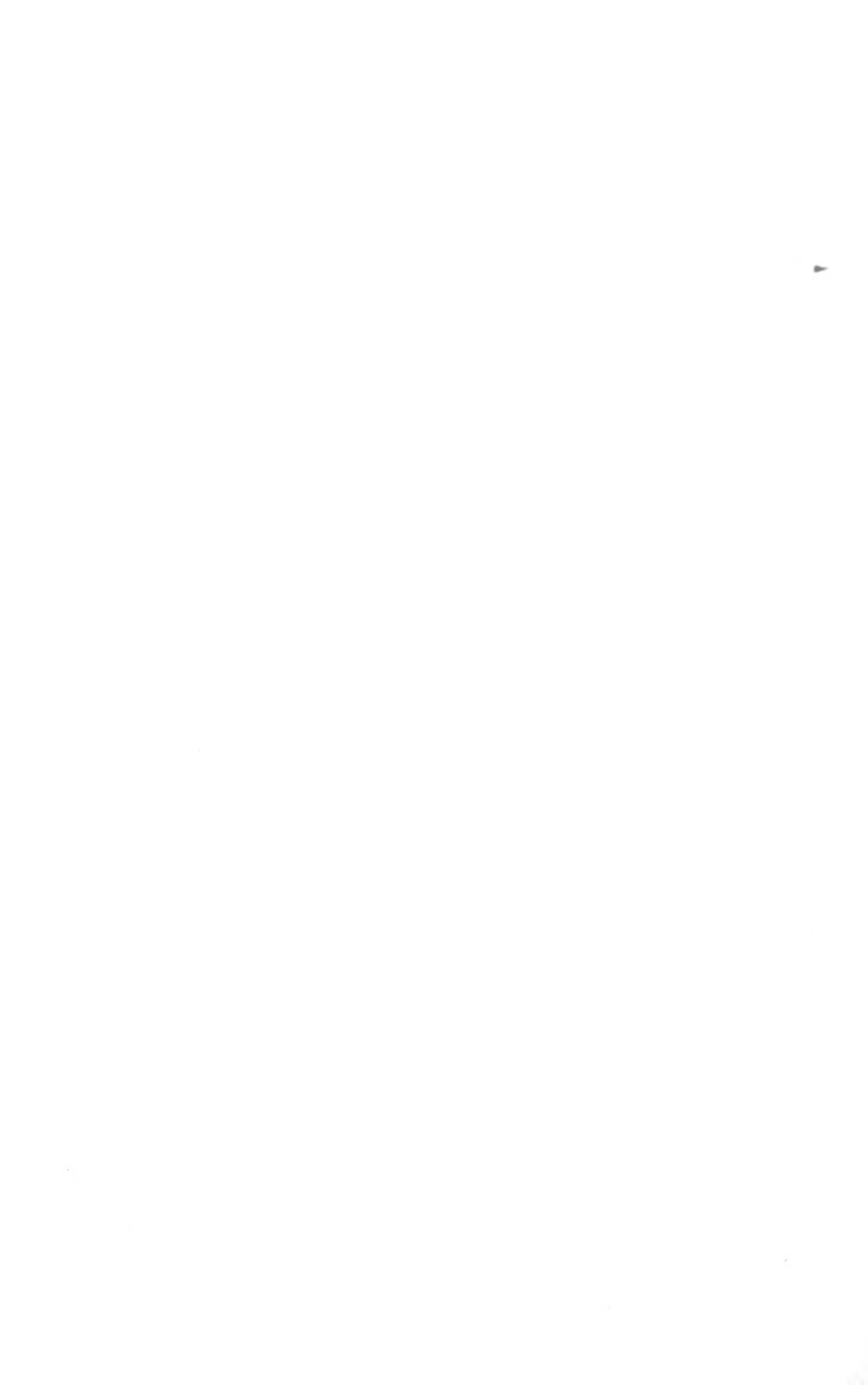
LUX ORITUR:

"And I will bring the blind by a way they know not; I will lead them in paths they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:

THE BRADSTREET PRESS, 279 BROADWAY.

1898.



MANAGERS

OF

THE NEW YORK INSTITUTION FOR THE BLIND,

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Ackerly, Samuel, M.D.....	1831-1845	Oakley, Charles.....	1835
Averill, Herman.....	1831-1832	Titus, Peter S.....	1836
Bolton, Curtis.....	1831-1835	Allen, George F.....	{ 1836-1839 1841-1862
Donaldson, James.....	1831-1832	Trulock, Joseph.....	1836-1840
Bogert, Henry K.....	1831-1832	Mandeville, William.....	1836-1837
Remsen, Henry.....	1831-1832	Chandler, Adoniram.....	1836
Stuyvesant, John R.....	1831-1840	Cushman, D. Alonzo.....	1837-1843
Price, Thompson.....	1831-1840	Blakeman, Wm. N., M.D..	{ 1837-1839 1841
Ketchum, Morris.....	1831-1837	Wood, Isaac, M.D.....	1837-1859
Miller, Sylvanus.....	1831-1832	Hart, Joseph C.....	1837-1840
Crosby, William B.....	1831-1833	Holmes, Curtis.....	1837-1838
Lee, Gideon.....	1831-1836	Roome, Edward.....	1837-1845
Ketchum, Hiram.....	1831-1838	Seton, Samuel W.....	1837
Wood, Samuel.....	1831-1836	Gracie Robert.....	1838-1861
Jenkins, Thomas W.....	1831-1836	Demilt, Samuel.....	1838
Thomas, Henry.....	1831-1834	Hart, James H.....	1839
Nevins, Rufus L.....	1831-1832	Murray, Robert J.....	1839-1858
Beers, Joseph D.....	1831-1832	Schermerhorn Peter Augustus.	1839-1845
Mott, Samuel F.....	1831	Tallmadge, Henry F.....	1839-1841
Patterson, Matthew C.....	1831-1833	Thompson, Martin E.....	1839
Russ John D., M.D.....	1833-1834	Moore, Clement C.....	1840-1850
Dwight, Theodore.....	1833-1837	Olyphant, D. W. C.....	1840
Brown, Silas.....	1833-1859	Averill, Augustine.....	1840
Hagg, John P.....	1833	Beers, Cyrenius.....	1841-1853
Spring, George.....	1833-1835	Suydam, Lambert.....	1841-1842
Walker, John W.....	1833-1839	Holmes, Silas.....	1841-1842
Miller, Franklin.....	1833-1835	Case, Robert L.....	1841-1861
Steel, Jonathan D.....	1833	Crosby, John P.....	1841-1859
Allen, Moses.....	1834	Collins, Stacey B.....	1841
Lyon, Stephen.....	1834-1836	Schermerhorn, E. H.....	1841-1842
Dissosway, Gabriel P.....	1834-1836	Marsh, James.....	1842-1852
Phelps, Anson G.....	1834-1855	Murray, Hamilton.....	1842-1847
Crosby, William H.....	1835		
Hoyt, Charles.....	1835-1839		

Walsh, A. R.....	1842-1850	Donnelly, Edward C.....	1862-1864
Wood, John.....	1842-1850	Lord, James Cooper.....	1862-1864
Jones, Edward.....	1843-1850	Schermerhorn, Alfred.....	1862-1865
Whittemore, William T.....	1843-1845		1867-1868
Smith, Floyd.....	1844-1848	Irving, John Treat.....	1863-1896
Dean, Nicholas.....	1844-1848	Brown, John Crosby.....	1862-1864
Jones, William P.....	1846-1849	Van Rensselaer, Alex.....	1862-1865
Thurston, William R.....	1846-1851		1867-1877
Sheldon, Henry.....	1846-1854	Potter, Clarkson N.....	1863-1866
King, John A.....	1848-1854	McLean, James M.....	1863-1890
Schell, Augustus.....	1849-1883	Clift, Smith.....	1865-1893
Day, Mahlon.....	1849-1854	Hoffman, Charles B.....	1865-1868
Jones, George F.....	1850-1859	Whitewright, William.....	1866-1897
	1865	Emmett, Thomas Addis, M.D.....	1865-1866
Adams, John G.....	1851-1858	Schermerhorn, William C.....	1866-1897
Ogden, Gouverneur M.....	1851-1857	De Rahm, Charles.....	1866-1890
Colb, James N.....	1851-1858	Hilton, Henry.....	1866
Beadle, Edward L.....	1851-1862	Burrill, John E.....	1866-1867
Wood, Edward.....	1852-1861	Stout, Francis A.....	1867-1892
Ogden, John D., M.D.....	1853-1855	Butterfield, Daniel.....	1868
Craven, Alfred W.....	1854-1861	Hoffman, William B.....	1868-1879
Olyphant, G. T.....	1855-1857	Gerard, James W.....	1869-1873
Abbatt, William M.....	1855-1857	Schermerhorn, F. Augs.....	1870-1897
Noyes, William Curtis.....	1855-1859	Marié, Peter.....	1870-1897
Dumont, William.....	1856-1862	Rhoades, J. Harsen.....	1870-1873
Warren, James.....	1856-1859	Rhineland, Frederick W.....	1874-1897
Cammann, George P., M.D.....	1858	Sheldon, Frederick.....	1874-1897
Rutherford, Lewis M.....	1858-1861	Robbins, Chandler.....	1875-1897
Van Rensselaer, Henry.....	1858-1860	Strong, Charles E.....	1875-1887
Hone, Robert S.....	1859-1891	Schuyler, Philip.....	1878-1897
Tomes, Francis.....	1859-1860	Prime, Temple.....	1878-1887
Norton, Charles B.....	1859-1861	Kane, John I.....	1881-1897
Church, William H., M.D.....	1859-1864	King, Edward.....	1884-1893
Hutchins, Waldo.....	1860-1867	Schell, Edward.....	1885-1893
Tuckerman, Charles K.....	1860-1867	Bronson, Frederick.....	1888-1897
Kennedy, James Lenox.....	1860-1864	Kingsland, Ambrose C.....	1889-1890
Travers, William R.....	1860	Robbins, George A.....	1889-1895
Tompkins, Daniel H.....	1860-1874	Kissel, Gustav E.....	1891-1897
Aspinwall, J. Lloyd.....	1860-1861	Bowers, John M.....	1891-1897
Suydam, D. Lydig.....	1861-1884	Peabody, George L., M.D.....	1891-1897
Daly, Charles P.....	1861	Marshall, Charles H.....	1892-1897
Hosack, Nathaniel P.....	1862-1876	Smith, Gouverneur M., M.D.....	1893-1897
Grafton, Joseph.....	1862-1872	Davis, Howland.....	1894-1897
Myers, T. Bailey.....	1862-1887	Duer, William A.....	1894-1897
Edgar, Newbold.....	1862-1864	Hamilton, William G.....	1894-1897
	1868	Appleton, William W.....	1896-1897

MANAGERS

OF

THE NEW YORK INSTITUTION FOR THE BLIND,
IN ALPHABETICAL ORDER.

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Adams, John G., M.D.....	1851-1858	Cushman, D. Alonzo.....	1837-1843
Abbatt, William M.....	1855-1857	Day, Mahlon.....	1849-1854
Appleton, William W.....	1896-1897	Daly, Charles P.....	1861
Ackerly, Samuel, M.D.....	1831-1845	Davis, Howland.....	1894-1897
Averill, Herman.....	1831-1832	Demilt, Samuel.....	1838
Allen, Moses.....	1834	De Rahm, Charles.....	1866-1890
Allen, George F.....	{ 1836-1839	Dean, Nicholas.....	1844-1848
	{ 1841-1862	Dwight, Theodore.....	1833-1837
Averill, Augustine.....	1840	Dissozway, Gabriel P.....	1834-1836
Aspinwall, J. Lloyd.....	1860-1861	Donaldson, James.....	1831-1832
Blakeman, Wm. N., M.D..	{ 1837-1839	Donnelly, Edward C.....	1862-1864
	{ 1841	Dumont, William.....	1856-1862
Beers, Joseph D.....	1831-1832	Duer, William A.....	1894-1897
Beers, Cyrenius.....	1841-1853	Edgar, Newbold.....	{ 1862-1864
Beadle, Edward L.....	1851-1862		{ 1868
Bolton, Curtis.....	1831-1835	Emmett, Thomas Addis, M.D.	1865-1866
Bogert, Henry K.....	1831-1832	Grafton, Joseph.....	1862-1872
Brown, Silas.....	1833-1859	Gracie, Robert.....	1838-1861
Brown, John Crosby.....	1862-1864	Gerard, James W.....	1869-1873
Bronson, Frederick.....	1888-1897	Hagg, John P.....	1833
Bowers, John M.....	1891-1897	Hart, Joseph C.....	1837-1840
Burrill John E.....	1866-1867	Hart, James H.....	1839
Butterfield, Daniel.....	1868	Hamilton, William G.....	1894-1897
Chandler, Adoniram.....	1836	Hilton, Henry.....	1866
Case, Robert L.....	1841-1861	Hoyt, Charles.....	1835-1839
Craven, Alfred W.....	1854-1861	Holmes, Curtis.....	1837-1838
Cammann, George P., M.D.	1858	Holmes, Silas.....	1841-1842
Clift, Smith.....	1865-1893	Hone, Robert S.....	1859-1891
Crosby, William B.....	1831-1833	Hosack, Nathaniel P.....	1862-1876
Crosby, William H.....	1835	Hoffman, Charles B.....	1865-1868
Crosby, John P.....	1841-1859	Hoffman, William B.....	1868-1879
Collins, Stacey B.....	1841	Hutchins, Waldo.....	1860-1867
Cobb, James N.....	1851-1858	Irving, John Treat.....	1863-1896
Church, William H., M.D.	1859-1864	Jenkins, Thomas W.....	1831-1836

- Jones, Edward.....1843-1850
 Jones, William P.....1846-1849
 Jones, George F..... $\left\{ \begin{array}{l} 1850-1859 \\ 1865 \end{array} \right.$
 Kane, John I.....1881-1897
 Ketchum, Morris.....1831-1837
 Ketchum, Hiram.....1831-1838
 Kennedy, James Lenox.....1860-1864
 King, John A.....1848-1854
 King, Edward.....1884-1893
 Kingsland, Ambrose C.....1889-1890
 Kissel, Gustav E.....1891-1897
 Lee, Gideon.....1831-1836
 Lord, James Cooper.....1862-1864
 Lyons, Stephen.....1834-1836
 Mandeville, William.....1836-1837
 Marsh, James.....1842-1852
 Marié, Peter.....1870-1897
 Marshall, Charles H.....1892-1897
 McLean, James M.....1863-1890
 Miller, Sylvanus.....1831-1832
 Miller, Franklin.....1833-1835
 Mott, Samuel F.....1831
 Moore, Clement C.....1840-1850
 Murray, Robert J.....1839-1858
 Murray, Hamilton.....1842-1847
 Myers, T. Bailey.....1862-1887
 Nevins, Rufus L.....1831-1832
 Noyes, William Curtis.....1855-1859
 Norton, Charles B.....1859-1861
 Oakley, Charles.....1835
 Ogden, Gouverneur M.....1851-1857
 Ogden, John D., M.D.....1853-1855
 Olyphant, D. W. C.....1840
 Olyphant, G. T.....1855-1857
 Patterson, Matthew C.....1831-1833
 Phelps, Anson G.....1834-1855
 Peabody, George L., M.D....1831-1897
 Price, Thompson.....1831-1840
 Prime, Temple.....1878-1887
 Potter, Clarkson N.....1863-1866
 Remsen, Henry.....1831-1832
 Rhinealnder, Frederick W....1874-1897
 Roome, Edward.....1837-1845
 Rhoades, J. Harsen.....1869-1872
 Robbins, Chandler.....1875-1897
 Robbins, George A.....1889-1895
 Rutherford, Lewis M.....1858-1861
 Russ, John D., M.D.....1833-1834
 Steel, Jonathan D.....1833
 Seton, Samuel W.....1837
 Schermerhorn, Peter Augustus.1839-1845
 Schermerhorn, E. H.....1841-1842
 Sheldon, Henry.....1846-1854
 Schell, Augustus.....1849-1883
 Schermerhorn, Alfred..... $\left\{ \begin{array}{l} 1862-1865 \\ 1867-1868 \end{array} \right.$
 Schermerhorn, William C....1866-1897
 Schermerhorn, F. Augs.....1870-1897
 Sheldon, Frederick.....1874-1897
 Schell, Edward.....1885-1893
 Spring, George.....1833-1835
 Smith, Floyd.....1844-1848
 Smith, Gouverneur M., M. D.1893-1897
 Stout, Francis A.....1867-1892
 Strong, Charles E.....1875-1887
 Stuyvesant, John R.....1831-1840
 Suydam, Lambert.....1841-1842
 Suydam, D. Lydig.....1861-1884
 Schuyler, Philip.....1878-1897
 Tallmadge, Henry F.....1839-1841
 Travers, William R.....1860
 Titus, Peter S.....1836
 Thomas, Henry.....1831-1834
 Thompson, Martin E.....1839
 Tones, Francis.....1859-1860
 Tompkins, Daniel H.....1860-1874
 Trulock, Joseph.....1836-1840
 Thurston, William R.....1846-1851
 Tuckerman, Charles K.....1860-1867
 Van Rensselaer, Henry.....1858-1860
 Van Rensselaer, ALEX..... $\left\{ \begin{array}{l} 1862-1865 \\ 1867-1877 \end{array} \right.$
 Walker, John W.....1833-1839
 Walsh, A. R.....1842-1850
 Warren, James.....1856-1859
 Whittemore, William T.....1843-1845
 Whitewright, William.....1866-1897
 Wood, Samuel.....1831-1836
 Wood, Isaac, M.D.....1837-1859
 Wood, John.....1842-1850
 Wood, Edward.....1852-1861

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1897
Schell, Augustus.....	1863-1883		

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1897
Beadle, Edward L.....	1861-1862		

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William W....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1830-1839 1841-1859	Schermerhorn, F. Augs.....	1884-1897

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augustus.	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1897
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Chamberlain, James F.....	1846-1852
Office unfilled	{ 1835 and	Cooper, T. Golden	1853-1860
	{ part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1897
Vroom, Peter D., M.D.....	1841-1842		
Boggs, William.....	1843-1845		

BOARD OF MANAGERS.

1897.

	<i>Terms of continuous service.</i>
WILLIAM WHITEWRIGHT,	Since 1866
WILLIAM C. SCHERMERHORN,	" 1866
FREDERICK AUGUSTUS SCHERMERHORN, "	1870
PETER MARIÉ,	" 1870
FREDERICK W. RHINELANDER,	" 1874
FREDERICK SHELDON,	" 1874
CHANDLER ROBBINS,	" 1875
PHILIP SCHUYLER,	" 1878
JOHN I. KANE,	" 1881
FREDERICK BRONSON,	" 1888
GUSTAV E. KISSEL,	" 1891
JOHN M. BOWERS,	" 1891
GEORGE L. PEABODY, M.D.,	" 1891
CHARLES H. MARSHALL,	" 1892
GOUVERNEUR M. SMITH, M.D.,	" 1893
HOWLAND DAVIS,	" 1894
WILLIAM A. DUER,	" 1894
WILLIAM G. HAMILTON,	" 1894
WILLIAM W. APPLETON,	" 1896
FREDERICK D. TAPPEN,	" 1897

OFFICERS OF THE BOARD.

WILLIAM C. SCHERMERHORN,	<i>President.</i>
PETER MARIÉ,	<i>Vice-President.</i>
F. AUGS. SCHERMERHORN,	<i>Recording Secretary.</i>
FREDERICK SHELDON,	<i>Corresponding Secretary.</i>
HOWLAND DAVIS,	<i>Treasurer.</i>

STANDING COMMITTEES.

Committee on Finance.

GUSTAV E. KISSEL,	JOHN M. BOWERS,
FREDERICK D. TAPPEN.	

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON,	CHARLES H. MARSHALL,
PHILIP SCHUYLER,	WILLIAM A. DUER,
F. AUGUSTUS SCHERMERHORN.	

Committee on Instruction and Music.

CHANDLER ROBBINS,	GEORGE L. PEABODY,
JOHN I. KANE,	WILLIAM W. APPLETON.

Committee on Industrial Training.

FREDERICK W. RHINELANDER,	GOVERNEUR M. SMITH,
FREDERICK BRONSON,	WILLIAM G. HAMILTON.

The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By-Laws.*)

OFFICERS OF THE INSTITUTION.

WILLIAM B. WAIT, *Superintendent.*

DWIGHT L. HUBBARD, M.D., *Attending Physician.*

JOHN T. METCALF, M.D., *Consulting Physician.*

JOHN H. HINTON, M.D., }
 ROBERT F. WEIR, M.D., } *Consulting Surgeons.*

Teachers in the Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
JAMES F. RICE,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	ETTA D. LEWIS,
GEORGIA T. SCHOONMAKER,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	GRACE L. MERRITT,
IDA R. PALEN.	

Teachers in the Musical Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
JESSIE L. ALEXANDER,	CLARA L. STODDARD.

Teacher in the Kindergarten Department.

NAOMI BOOMHOUR.

Teacher in the Tuning Department.

HENRY COFFRE.

Teachers of Manual Training—For Boys.

RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK.
------------------	--------------------

Manual Training and Home Science—For Girls.

ANNIE E. HAMLIN,	MARY B. SCHOONMAKER,
MARY E. KELLY.	

House Department.

WM. H. HARRISON, *Steward.* LOANNA A. HASKELL, *Matron.*
 L. ADELE ROGERS, *Assistant Matron.*

Stenographer and Librarian.

JENNIE M. CURTISS.

Reception Room.

ALICE HATCHMAN, HANNAH M.^{rs} RODNEY.

Upholstress.

ANNA J. SHERIDAN.

SIXTY-SECOND ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York :

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1897.

The whole number of pupils during the past year was 216.

The report of the Superintendent, which is hereto annexed, gives many details in regard to the work of the several departments of the school.

The general health of the pupils has been good. The report of the Attending Physician is hereto annexed.

The following statement of the moneys received and expended is respectfully submitted :

RECEIPTS.

Cash on hand September 30, 1896	\$13,290.88
From General Appropriations	48,201.14
Interest	9,379.50
From Legacies and Gifts	1,750.00
From all other sources (Counties, Industrial Department, etc.)	4,545.37
	\$77,166.89

EXPENDITURES.

Provisions and Supplies	\$13,824.37
Clothing, Dry Goods, etc.	3,472.06
Salaries and Wages	28,636.20
Fuel	2,011.45
Gas	1,450.06
Furniture and Fixtures	6,794.71
Repairs and Alterations	4,053.06
Transportation and Traveling	158.29
Medicines and Medical Supplies	116.35
Assessments	352.30
All other expenses	8,638.50
Cash on hand September 30, 1897	7,658.54
	\$77,166.89

For details of these receipts and disbursements, reference is respectfully made to the report of the Treasurer, which is hereto appended.

The following is a list of the legacies and donations which have been received by this Institution from time to time, since its organization in 1831, up to September, 1897:

Miles R. Burke	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland.....	300.00	Madame Jumel.....	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers.....	34.00
Elizabeth Bayley	100.00	Thomas Garner	1,410.00
John Jacob Astor.....	5,000.00	Chauncey and Henry Rose ..	5,000.00
William Bean.....	500.00	Elizabeth Magee	534.50
Peter Gerard Stuyvesant	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh.....	5,000.00	Rebecca Elting.....	100.00
Elizabeth Demilt.....	5,000.00	G. Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein	250.00
C. D. Betts.....	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah Wooley.	5,984.83
Sarah Bunce	500.00	Benjamin Nathan.....	1,000.00
Elizabeth Idley.....	196.00	Thomas M. Taylor	6,151.94
Samuel S. Howland	1,000.00	James Peter Van Horn.....	20,000.00
William Howe	2,985.14	Caleb Swan.....	500.00
Margaret Fritz	100.00	Mrs. Adeline E. Schermerhorn	10,000.00
James McBride.....	500.00	Henry H. Munsel.....	3,396.32
Charles E. Cornell.....	521.96	Thomas Chardevoyne.....	5,000.00
Charles E. Deming.....	50.00	William Dennistoun	11,892.77
Mrs. Dewitt Clinton.....	200.00	William B. Astor.....	5,000.00
W. Brown.....	465.00	Benjamin F. Wheelright	1,000.00
Elizabeth Gelston	1,000.00	George T. Hewlett (Executor)	500.00
Robert J. Murray	500.00	Ephraim Holbrook.....	39,458.16
Seth Grosvenor	10,000.00	Mrs. Emma B. Corning.....	5,000.00
Elijah Withington	100.00	Eliza Mott.....	1,475.54
Benjamin F. Butler.....	812.49	Mary M. Colby.....	595.86
Frissel Fund.....	2,000.00	Henry E. Robinson	6,000.00
Simeon V. Sickles.....	6,561.87	M. M. Hobby.....	726.28
Anson G. Phelps.....	5,675.68	Caroline Goff.....	4,161.59
Thomas Reilly	2,254.84	Simeon Abrams	5,052.70
Elizabeth Van Tuyl.....	100.00	Catherine E. Johnson.....	530.00
Thomas Eggleston.....	2,000.00	Maria Hobby	1,187.68
Sarah A. Riley.....	100.00	Daniel Marley	1,749.30
William E. Saunders.....	725.84	J. L., of Liverpool, England.	25.00
Thomas Eddy.....	1,027.50	Emma Strecker	12,221.66
Robert C. Goodhue.....	1,000.00	Eli Robbins.....	5,000.00
Jonathan C. Bartlett	190.00	Margaret Burr	11,011.11
Stephen V. Albro.....	428.57	Mary Burr.....	10,611.11

George Dockstader.....	325.00	Harriet Flint.....	1,776.74
Mr. Roosevelt.....	10.00	Morris G. Robbins.....	10,000.00
Samuel Willetts.....	5,045.00	Cash.....	25.00
Augustus Schell.....	5,000.00	Julia Ann Delaplaine.....	36,618.83
James Kelly.....	5,000.00	Mary Brandish.....	89.40
William B. Bolles and Leonora		Thomas N. Strong.....	1,893.00
S. Bolles.....	2,949.11	Maria Moffett, cash.....	8,891.21
Edward B. Underhill.....	500.00	Maria Moffett, in stock, par	
Cash (no name).....	55.00	value.....	7,600.00
Harriet Gross.....	1,000.00	John Vanderbilt.....	25.00
Mary Hopeton Drake.....	2,340.00	William Clymer.....	2,000.00
Mary Rogers.....	1,000.00	Julius D. Payton.....	1,000.00
Polly Dean.....	500.00	Amos R. Eno, cash.....	5,000.00
John Delaplaine.....	302.99	Clarissa L. Crane.....	1,000.00
Abby A. Coates Winsor.....	1,000.00	Leopold Boscowitz.....	750.00

Of the funds thus received there are invested in United States bonds sixty-eight thousand dollars (\$68,000), at par value, the actual cost of which was seventy thousand one hundred and twenty-eight dollars and sixteen cents (\$70,128.16); in New York City stock, nineteen thousand dollars (\$19,000), at par value, the actual cost of which was twenty thousand seven hundred and twenty-two dollars and fifty cents (\$20,722.50), and in bonds secured by mortgage on real estate in this city, one hundred and forty-seven thousand dollars (\$147,000).

There is also deposited in the Union Trust Company a portion of said fund amounting to forty-nine thousand seven hundred and thirty-eight dollars and thirty-three cents (\$49,738.33). The balance of the fund has been applied to the purposes of the Institution in such ways as the Managers thought would add to the efficiency of the school and promote the health and comfort of the pupils.

In their sixtieth annual report the Managers referred to a claim of the State Board of Charities that this Institution was, by the new constitution of the State, placed under the supervision of that Board, and that no State pupils could legally be educated here, unless under their rules, as indigent persons.

It was stated that, to determine the question, suit had been

entered by the Managers against the Comptroller of the City and County of New York; that the court of first instance had decided in favor of the Institution, and that an appeal had been taken to the Appellate Division of the Supreme Court. Since then that division had given a decision unanimously sustaining the court below. The case was then carried to the Court of Appeals at Albany, which has reversed the lower courts and decided against the Institution, holding that although educational in character, it is also "charitable," inasmuch as its expenses are not paid by the pupils or their parents.

The Managers are astonished at this decision and much alarmed, lest it have far-reaching consequences detrimental to the usefulness of the Institution under their charge.

Every effort will, of course, be made to prevent such results, and the Managers are carefully considering what steps their duty requires them to take.

Certainly, the character of our Institution is primarily and essentially educational. The "charitable" feature attributed to it by the court is secondary and unimportant. To make this "charitable" feature paramount is derogatory to the Institution and will be discouraging and disheartening to its pupils, who are no more to be classed with paupers than are the pupils of the public schools, the academies, or of Cornell University, the expenses of which are met by State appropriations supplemented by income from private contributions, the only difference being that in their case the pupils can see, while in ours they cannot.

The Managers do not object to the fullest scrutiny of their administration by the State authorities; but they do desire that this Institution shall be classed with educational and not with charitable institutions, and that so long as it may continue to do educational work, upon contract, for the State, the supervisory powers necessary and proper to protect the interests of the State shall be exercised by the Department of Public Instruction and by the Regents of the University, which are

the educational departments of the State government, and not by the State Board of Charities.

The principle for which the Managers contend has been recognized in practice, as will be seen by reference to Chapter 556, Laws of 1894, in "An Act to revise, amend and consolidate the general acts relating to public *instruction*." Section 40 of Article XIV. of this act gives the Department of Public Instruction the amplest powers of supervision and inspection. Under Chapter 378, Laws of 1892 (University Law), this Institution is made a member of the University, of academic grade. The Managers are required to report to the Regents, and do so report, and the Regents are invested with the same powers in respect to this Institution as are exercised by them over all other institutions of learning in the University.

The question at issue involves the success of the very work for which the Institution was established; for no attempt to educate blind children up to a sense of self-power and self-dependence, and to give them the desire and the ability to sustain themselves in the competitive struggles of life, can succeed in the face of a declaration that, because of their misfortune, they are indigent dependents and the inevitable and perspicuous objects of charity, even in the matter of education. The truth of this proposition has long been recognized by practical educators of the blind, and the position now taken is neither new nor singular.

The same question arose in 1875, under similar circumstances, in the case of the Perkins Institution at Boston, when that institution was by statute declared to be an educational institution, and the duties of supervision, which had before been vested in the State Board of Charities, were transferred to the educational authorities of the State. Similar action has been taken in California in regard to schools for the deaf and dumb and the blind.

The American Association of Instructors of the Blind, at its meeting in July, 1896, at which twenty States and twenty-three

schools were represented, unanimously passed the following preamble and resolution :

WHEREAS the general tendency among legislators and various bodies of our State governments is to classify schools for the education and training of the blind with charitable and reformatory institutions ; and

WHEREAS this most unjust and unwise classification seriously impairs the usefulness and efficiency of these schools, and in many cases absolutely nullifies the purposes for which they were founded, inasmuch as many are kept from our doors, over which "Charity" seems to be written, when if the superscription were "School" they would be eager applicants for admission ; therefore

Resolved, That the American Association of Instructors of the Blind believes it to be both wise and just that all schools established or incorporated by the State for the education and training of the blind should be considered as a part of the educational system of the State.

The Managers feel that when the State shall have severed its contract relations with this Institution, which it may do at any time, it will then be of the utmost importance that the Institution shall possess the reputation and standing which pertain to establishments of a strictly educational as distinguished from a "charitable" character.

The Managers hope that the end which they have in view and which their experience leads them to think important, may yet be reached in some way that will be satisfactory to the State and local authorities, and which will at once protect every public interest, exhibit a wise and liberal public policy, promote the prosperity of this Institution and contribute to the welfare of the blind children for whose education it was established.

From causes which need not be here recited the number of blind children in this metropolitan neighborhood is happily much less than formerly, and the number of our pupils is consequently steadily growing smaller. The unavoidable effect of this is to raise

the per capita cost of education. The Managers, therefore, are compelled to say that an appropriation of two hundred and eighty dollars will, for the coming year, be required for each State pupil instructed here. This sum will not cover the whole cost, but when added to the revenue derived from its invested funds it will enable the Managers to maintain the Institution at its present high standard of efficiency.

THE NEW YORK INSTITUTION FOR THE BLIND,

WM. C. SCHERMERHORN, *President*.

F. AUGS. SCHERMERHORN, *Secretary*.

City and County of New York, ss. :

WILLIAM C. SCHERMERHORN, of said city, being duly sworn, saith: That he is the President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this 23d day }
of December, 1897. }

AUGUSTUS H. CARPENTER,

Notary Public, New York County.

Report of the Treasurer.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1897.

Dr.

To cash balance September 30, 1896.....		\$13,290.88
Received from :		
Legacies	\$1,750.00	
State of New York.....	40,574.53	
State of New Jersey.....	8,428.63	
Rents.....	400.00	
Music and Instruction.....	234.44	
Clothing, Dry Goods, etc.....	289.36	
Industrial Department.....	1,450.10	
Interest	9,379.50	
Rockland County.....	80.41	
Queens County.....	239.40	
Suffolk County.....	40.25	
Richmond County.....	80.51	
Rebate on Taxes.....	32.08	
Supplies.....	209.17	
Furniture and Fixtures	42.80	
Repairs and Improvements.....	115.65	
Drugs and Medicines.....	2.80	
Petty Accounts	26.38	
Steward's Fund.....	500.00	
		<u>63,876.01</u>
		\$77,166.89

By Cash paid for :

Cr.

Supplies	\$13,824.37	
Salaries and Wages.....	28,636.20	
Clothing, Dry Goods, etc.....	3,472.06	
Furniture and Fixtures.....	6,794.71	
Repairs and Improvements.....	4,053.06	
Traveling Expenses.....	158.29	
Legal Expenses.....	100.00	
Gas.....	1,450.06	
Mount Hope Property.....	3,702.20	
Music and Instruction.....	1,994.01	
Assessments.....	976.15	
Industrial Department.....	529.19	
Petty Account	1,190.25	
Drugs and Medicines.....	116.35	
Fuel.....	2,011.45	
Steward's Fund.....	500.00	
		<u>69,508.35</u>
Balance		7,658.54
		<u>\$77,166.89</u>

HOWLAND DAVIS, *Treasurer.*

The above amounts of receipts and disbursements have been compared with the bank statements and vouchers in each case and found to be correct.

THE AUDIT COMPANY OF NEW YORK,
THOMAS B. GREENE, *Manager.*

New York, November 26, 1897.

The foregoing statement with accompanying certificate of audit approved
December 1, 1897.

GUSTAV E. KISSEL,
WM. C. SCHERMERHORN, } *Finance Committee.*
PETER MARIE.

Report of the Attending Physician.

To the Board of Managers of The New York Institution for the Blind :

GENTLEMEN—As in former years, it gives me great pleasure to report that there has been no variation from the good sanitary and hygienic condition of this Institution during the past year. There is a necessity, however, for watchful care with regard to contagious and infectious diseases where so many pupils are congregated. Vigilance has prevented the introduction and spread of such disorders during the year.

It is worthy of note that, with regard to digestive disorders, the pupils almost invariably acquire them while on their occasional visits at home. The inference naturally follows that the *régime* adopted here is admirably adapted to their needs, and observation confirms the inference.

It is the aim of the Attending Physician to promptly attend cases of acute character, and by a quick recovery here avoid the loss of time and the inconvenience that would result were such cases to be taken home to be cared for there. This course secures a more regular attendance and promotes the progress of the pupils individually, as well as the general efficiency of the school.

It is with great satisfaction that I am able to submit a report without mention of a death or a grave illness.

Respectfully submitted,

DWIGHT L. HUBBARD,

Attending Physician.

Report of the Superintendent.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1897:

Number of pupils September 30, 1896.....	183
Admitted during the year.....	33
Whole number instructed.....	216
Reductions	36
Number September 30, 1897.....	180

During the past years there has been a noticeable reduction in the number of pupils. At the close of each of the last twelve school years the number was as follows:

1886	216	1890	206	1894	197
1887	211	1891	200	1895	183
1888	205	1892	207	1896	183
1889	199	1893	198	1897	180

This shows a reduction of thirty-six in twelve years, during which the population of the metropolitan district has increased very largely. This falling off in the number of our pupils shows the gratifying fact that the number of blind children is decreasing.

The chief cause of this mitigation of human ills is to be found in the preventive measures which have been instituted in the care of new-born children and which have been adopted in custodial institutions.

Dr. Lucian Howe, of Buffalo, has made a careful study of this subject, and from the figures given by him, based upon the report of the last United States census, it appears that the number of blind persons in proportion to the population is very much less in the counties of New York and Kings than in any other part of the State.

Comparing the counties of New York and Kings with the

counties of Allegany, Clinton, Oswego, Madison and Schuyler, it appears that in the metropolitan counties the number of blind persons is one to every 2,500 of population, while in the five rural counties named the number is one to every 650 of population.

As the conditions which are essential to health and to right living become better understood the more occult and obstinate causes of blindness will yield and gradually fall into the preventable list, and we may, therefore, expect a continued diminution in the number of pupils applying for admission from this district.

When, however, the causes of blindness that are easily preventable shall have been eliminated the proportion of children who have been made blind by more remote and more general disorders will be greater, and this will doubtless result in a corresponding depression of the average standard of mental and physical power among them.

HEALTH.

There is no occasion for comment under this head further than to say that the health of the school has been good.

THE SCHOOL.

Education in general has regard to five essential things, viz. :

1. The objects. 2. The subjects. 3. The methods. 4. The standards. 5. The tests.

Education in particular, as in the case of the blind, comprises the same essentials, but with certain modifications.

Inasmuch as blind children must grow up and live under the same social conditions which surround other people it is clear that the objects sought for in their education cannot differ materially from the objects which require the education of other children.

The selected subjects will all be found among the subjects pursued in the ordinary schools, but preference is given to those

which are adapted to the conditions of blind students and which at the same time will best secure the objects in view.

Broadly speaking, those subjects which can be presented orally and by tangible symbols and appliances take first place, while those which require graphic and visible illustration are less important.

It is in the department of methods, however, that the greatest divergence from the practice of ordinary schools is found. The teacher of the blind becomes in great measure a substitute for the text-book; here drawing is of no real value; light, shade and color have no uses for us; while in place of the almost infinite resources furnished by the blackboard, charts, pictures and apparatus for visible illustration we have a comparatively small number of appliances adapted to the sense of touch and to the uses of the hand. But notwithstanding these serious restrictions in the department of practical pedagogy, every subject must be presented so as to bring it within the comprehension of the pupils.

Under such circumstances, what shall we say about the standards in respect to the objects, subjects and methods of instruction? The answer is simply this—that whatever is truest and best in schools for those who can see, must be the standard in this school. No essential purpose should be overlooked, no needful subject should be omitted, and no method that is not the best should be used.

But as to the tests, what shall they be? A brief consideration of what they are will assist us in reaching a correct answer.

Tests or examinations are the means of determining five things, viz.:

1. The proficiency of the pupils.
2. The fitness and utility of the chosen subjects.
3. The correctness and adequacy of methods employed.
4. The efficiency of teachers.
5. The degree in which the objects of education are being attained.

That tests of some kind ought to be applied for the determination of these matters cannot be questioned.

There may be, and doubtless is, a difference of opinion among educators in regard to the character of such tests, the mode of their application and the value to be attached to them ; but such tests as may be deemed appropriate for the common and high schools of the State should, with perhaps one qualification, be applied in schools for the blind.

On any other basis we should have no recognized means for measuring or interpreting results, and our schools would become one of the most potent factors in constituting blind children a distinct class, having a separate and unintelligible scheme of instruction, uninspired by any wholesome spirit of emulation, and fostering a feeling of isolation which it is of the utmost importance to prevent.

The possible qualification to which allusion has been made in regard to tests, as applied to blind students, relates to the "time limit" in examinations.

There are three ways in which blind students may take examinations :

1. With the aid of an amanuensis.
2. By hearing the questions read and then writing the answers in point print, either on a tablet or with a kleidograph, after which they must be transcribed in long hand.
3. By hearing the questions read and writing the answers on an ordinary typewriting machine.

Of these methods the last is the most satisfactory and expeditious, but, for one reason or another, each of these methods is slower than when a student does his work alone with the use of his own eyes, and hence the blind student obviously labors under serious hinderances which do not obstruct the work of one who can see.

The only way by which blind students can be relieved of the disadvantages under which the examinations are taken by them

is to increase the "time limit" within which each subject is to be taken in proportion to the just requirements of each subject.

No exception, however, has ever been made in the case of blind students, nor is it certain that any can be made; and yet pupils will frequently fail for no other reason than that they cannot complete the required amount of work within the "time limit."

The principles of education which have been here briefly alluded to are exemplified in the practice of this Institution.

By virtue of its primary and, indeed, its only purpose, as expressed in its charter, it is and ever has been a school or place of instruction. This it would have been even if the branches taught had included only the elementary subjects. But it is more than this. The courses of instruction given in the higher branches have earned for it a place among schools of academic grade, and by virtue of the University Law it is a member of the University of the State of New York.

Seven of our students, under most rigid examinations in technic and theory, covering four successive days, have earned Associateship in the American College of Musicians; one has earned Fellowship; one has passed the severe examinations necessary for admission to the American Guild of Organists, and three have accomplished nearly all the work leading to the Degree of Bachelor of Music from the University of the State of New York, and it is expected that they will have fully earned this degree by the close of this school year. These achievements bring this Institution distinctly into view as a professional school under the classification of the University.

It is doubtful whether any other institution in the State comprises so many grades of school organization. The kindergarten, primary school, high school, professional school are all represented, and yet our membership is only about two hundred pupils.

Thus it appears that this Institution fulfills the educational purpose for which alone it was established. In common with other distinctively educational institutions it possesses a distinctively educational character which nothing should be allowed to obscure, and to which no other character should be allowed to attach under any pretext whatsoever.

During the past year 122 examinations have been successfully passed by our pupils in seventeen different subjects, the entire work of writing the answer papers having been done on type-writing machines.

In order to give a view of the whole field of subjects and of the value accorded to each, as also to show the working of the system of examinations, there is appended hereto a list of subjects, the rules governing tests and an explanation of the credentials. The University syllabus, which explains the ground to be covered in each subject, is furnished by the Regents' Office, Albany, on the receipt of twenty-five cents. The question books of past examinations can be had for the same price.

Information is often asked in regard to our course in music. The course is made up from the syllabus prescribed by the American College of Musicians, and for the information of teachers and pupils, in our own as well as in other schools, it also is appended.

During the past year the pupils generally have done well in their studies and have merited commendation for good deportment.

I desire also to express my warm appreciation of the excellent and often indefatigable services which have been rendered by the teachers and officers who have cheerfully coöperated to promote the highest efficiency in every department of the school.

Respectfully submitted,

WILLIAM B. WAIT,

Superintendent.

Industrial Department.

THE INDUSTRIAL DEPARTMENT in account with THE NEW YORK INSTITUTION
FOR THE BLIND, year ending September 30, 1897.

Dr.

To Raw Material and Stock on hand September 30, 1896.....	\$269.52
“ Raw Material bought	529.19
“ Salaries and Wages.....	1,348.00
“ Bills Payable	112.33
	<u>\$2,259.04</u>

Cr.

By Cash received	\$1,450.10
“ Debts receivable.....	134.70
“ Raw Material on hand September 30, 1897	178.94
	<u>\$1,763.74</u>
To Balance	495.30
	<u>\$2,259.04</u>

REGENTS' REQUIREMENTS.

Below is a complete table, grouped according to cognate relations, of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses of the 586 academies of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject. Subjects in *italics* are those in which examinations are held in June only.

Those who pass successfully in any of the following five parallel courses will receive half credit for the second part :

- 1 3d-year English or English literature and American literature.
- 2 2d-year Latin or Cæsar.
- 3 3d-year Latin or Virgil's *Æneid*.
- 4 2d-year Greek or Anabasis.
- 5 3d-year Greek or Homer's *Iliad* and twenty weeks of equal grade.

GROUP I.

LANGUAGE AND LITERATURE—ENGLISH.

- | | |
|-----------------------------------|------------------------|
| 4 English, 1st year (<i>a</i>). | 2 Rhetoric. |
| 4 English, 2d year (<i>a</i>). | 2 English literature. |
| 4 English, 3d year (<i>a</i>). | 2 American literature. |
| 2 Advanced English. | 2 English reading. |
| 2 English composition. | |

SPECIAL READING COURSES.

- | | |
|--------------------------|--------------------------------------|
| 2 English selections. | 1 <i>German classics in English.</i> |
| 2 <i>English prose.</i> | 1 <i>French classics in English.</i> |
| 2 <i>English poetry.</i> | 1 <i>Latin classics in English.</i> |
| 2 American selections. | 1 <i>Greek classics in English.</i> |

MODERN FOREIGN.

- | | |
|---------------------|---------------------|
| 4 German, 1st year. | 4 French, 1st year. |
| 4 German, 2d year. | 4 French, 2d year. |
| 4 German, 3d year. | 4 French, 3d year. |

ANCIENT.

- | | |
|--|--|
| 4 Latin, 1st year (<i>b</i>). | 1 <i>Virgil's Eclogues</i> . |
| 4 Latin, 2d year (<i>c</i>). | 1 Latin composition. |
| 4 Cesar's Commentaries. | 4 Greek, 1st year (<i>b</i>). |
| 4 <i>Latin</i> , 3d year (<i>c</i>). | 4 <i>Greek</i> , 2d year (<i>c</i>). |
| 2 <i>Sallust's Catiline</i> . | 4 Xenophon's Anabasis. |
| 2 Cicero's Orations. | 2 Homer's Iiad. |
| 1 <i>Ovid's Metamorphoses</i> . | 4 <i>Greek</i> , 3d year (<i>c</i>). |
| 4 Virgil's <i>Æneid</i> . | 1 Greek composition. |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|---------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 1 Plane trigonometry. |
| 2 Advanced algebra. | 1 <i>Spheric trigonometry</i> . |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------------|----------------------|
| 2 Astronomy. | 2 Chemistry, part 1. |
| 2 Physics, part 1. | 2 Chemistry, part 2. |
| 2 Physics, part 2. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and hygiene. |
| 2 Zoology. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|---------------------------|---|
| 2 General history. | 2 <i>Advanced U. S. history</i> . |
| 1 Greek history. | 2 <i>First reading course in U. S. history</i> . |
| 1 Roman history. | 2 <i>Second reading course in U. S. history</i> . |
| 2 English history. | 2 New York history. |
| 2 <i>French history</i> . | 2 Civics. |
| 2 U. S. history. | 2 Economics. |

GROUP 5.

OTHER STUDIES.

- | | |
|--------------------------------------|-----------------|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 1 Stenography, 100 words per minute. | 2 Home science. |
| 1 Stenography, 125 words per minute. | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches. Counts.</i>	
English	17	36
German	3	12
French	3	12
Latin	10	27
Greek	6	19
Mathematics	7	16
Science	10	20
History, etc.	12	22
Other studies	7	12
	<hr/> 75	<hr/> 176

(a) Offered as a substitute for all other English branches except the special reading courses. No extra counts will be given to those who pass both in first and second year English and in advance English and English composition, rhetoric and English reading.

(b) In first-year Latin and Greek, candidates may take the separate examination or defer it and receive 8 counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year and for those who prefer to secure the four credits for first year's work and to take a separate examination in Cæsar or Anabasis rather than have 8 counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar and Greek; second year as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translation.

(d) Psychology and ethics will hereafter be given in the higher examinations, but they may be credited at 2 counts each for academic credentials, with a note that they are higher, not academic, studies.

Subjects in the extension and professional groups do not count for academic credentials and are not given in the above list.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken. Advanced students who have come from other States, or who, for other reasons, have not passed in elementary subjects, may take them at any time; e.g., arithmetic after algebra or geometry, English composition after rhetoric, etc.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause. Studies necessary to obtain any credential may be passed at different examinations.

Seventy-five per cent. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents' Office, and all papers below standard will be returned to the candidates. For those accepted pass-cards will be issued.

CANDIDATES not attending schools in which Regents' examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the examination department.

SAMPLE PAPERS.—Calls for sample examination papers grew so burdensome that further free distribution became impracticable. All the papers of the year are mailed in paper covers for twenty-five cents or bound for fifty cents. Unbound sample papers, not including more than ten subjects, may be had for ten cents.

UNIVERSITY CREDENTIALS.

1. **PASS CARD.**—Any study.

2. **PRELIMINARY (PREACADEMIC) CERTIFICATE.**—Reading, writing, spelling, elementary English, arithmetic, geography.

3. **ACADEMIC CERTIFICATES.**—All preliminaries and the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of the first 24, 36 and 48 counts are in English.

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

FIRST-YEAR CERTIFICATE.—No certificate is issued for 12 counts unless it includes first-year English, English composition and 2 other English counts, or the first year in any foreign language may be substituted for first-year English in the first-year certificate, United States history and drawing, and either 4 counts in mathematics or physiology and hygiene and 2 optional counts.

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8, are in English and not less than 6 each from the second, third and fourth groups.

CLASSICAL ACADEMIC DIPLOMA.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Cæsar, or second-year Latin, Cicero, Virgil, Latin composition, first-year Greek, Xenophon, or second-year Greek, Iliad, Greek composition, Greek history, Roman history.

ADVANCED DIPLOMA.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36, etc., counts in addition. On its face are specified the total counts (which must be in even twelves) that give it its name; *e.g.*, one holding an academic diploma and earning 24 extra counts will receive a six-year advanced academic diploma instead of a six-year certificate, which is less prized, because it might be secured by one who had not taken a balanced course and had, perhaps, omitted entirely one, or even two, of the great groups of studies.

HONORS.—When three-fourths of all the counts for any academic certificate of diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned with honor, and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Pass-cards are issued for any one or more branches passed, but diplomas and certificates will be issued only for the number of studies prescribed, which is always in even year's work, *i.e.*, in multiples of 12 counts. Holders of diplomas may have studies passed later recorded on the back or, by special request, on the face; but such indorsements will not be made on certificates.

DUPLICATE CREDENTIALS.—Any certificate or diploma will be issued free on application to any student whose record shows that he has passed all the subjects required for that credential, provided that he has not less than 12 counts not included in the highest credential previously issued. If he wishes to complete a series by securing any lower credentials earned but not previously issued, he must pay a fee of twenty-five cents each, the same as for duplicate credentials. The University issues free only the highest credential which the candidate has earned.

SUMMARY.—The system of credentials now laid out provides for three distinct records: 1, subjects taken; 2, quantity; 3, quality; *i.e.*, what has been studied, how much and how well. The academic diploma specifies the subjects pursued. The five-year, six-year, etc., "advanced" diplomas specify extra quantity. The honor diplomas specify extra quality in the work done. Thus the academic diploma shows the class of subjects taken, the quantity to be 48 counts, the quality to be 75 per cent. or better. The "five-year advanced academic diploma with honor" shows the subjects taken, that in quantity it was 12 counts more than the regular, and that in quality the standing was at least 90 per cent. in three-fourths of the counts.

INSTRUCTION TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner:

I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them.

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected. Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula "I do so declare," followed by their signatures.

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents' examination till admitted by special permission from the University on written application to the Secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines : 1, subject ; 2, date ; 3, place ; 4, name ; *e.g.*

Arithmetic..... Albany High School
June 14, 1898..... James Burns

REQUIREMENTS OF THE AMERICAN COLLEGE OF MUSICIANS.

MUSIC STUDIES.

TECHNIC.

Counts.

- | | |
|-----------|------------|
| 40 Piano. | 40 Violin. |
| 32 Organ. | 32 Voice. |

THEORY, HISTORY AND SCIENCE.

Counts.

- 4 Notation.
- 4 Music History, first year, general.
- 4 Music History, second year, special.
- 4 Harmony, first year.
- 4 Harmony, second year.
- 4 Harmony, third year.
- 4 Harmony, fourth year.
- 4 Counterpoint, first year.
- 4 Counterpoint, second year.
- 4 Counterpoint, third year (Invertible, Canon and Fugue).
- 2 Terminology.
- 2 Form and Composition, first year.
- 4 Form and Composition with Esthetics, second year.
- 4 Form and Composition, third year.
- 2 Composition, fourth year.
- 2 Acoustics.
- 4 Orchestration, applied.
- 4 Concerted Music, applied.
- 4 Special Theory.
- 4 Composition; Polyphonic, Sonata Form, Romantic Style, in all vocal and instrumental forms.

SPECIAL MUSIC.

Counts.

- 8 Tangible Music Notation, New York Point System.
- 16 Piano-tuning, theory and practice.

NOTE.—Tangible Notation and Piano-tuning have been introduced because of their value to blind students. Although such students must have a thorough theoretical knowledge of the staff and the typography of music they can make no practical use of them. Tangible Notation is, therefore, indispensable and possesses high disciplinary and practical value.

Drawing and laboratory work are impracticable to the blind student. While these studies train the eye and the hand the study of the piano trains the ear and the hand.

CREDENTIALS.

1. PASS CARD.

For any study.

2. ACADEMIC MUSIC CERTIFICATES.

For all preliminaries, evidenced by credentials, as required by the University of the State of New York, and 24, 36, 48, 60, etc., counts in Music Theory and Technic, provided that one-sixth in addition to the first 24, 36, 48 counts are in English.

NOTE.—No first-year or 12-count certificates will be issued for Music Theory and Technic, except in addition to the 12 counts required for the first academic year in English, United States History and Mathematics, or in the substitutes for the latter, to be evidenced by the proper credentials.

3. ACADEMIC MUSIC DIPLOMAS.

All preliminaries and any 48 counts in Music, and not less than 8 in English, and 6 each from the second group (Mathematics), third group (Science), and fourth group (History), as prescribed by the Syllabus of the University of the State of New York. (See Bulletin, 1895.)

NOTE.—For blind students, tangible notation of the New York System, piano or organ technic, and piano-tuning are offered as substitutes for the 6 counts each from the second, third and fourth groups.

4. ADVANCED DIPLOMA.

For the regular 48-count music diploma, as above, and 12, 24, 36, etc., counts in addition for Theory or Technic.

5. DEGREE OF BACHELOR OF MUSIC.

For all preliminaries, the regular 48-count music diploma, as above, and 48 additional counts in Music, Theory and Technic. In addition the candidate must submit an original composition on a sacred or secular subject, written for the occasion, occupying approximately twenty minutes in performance and fulfilling the following conditions:

(a) That it comprise some portion for a solo voice and some considerable portion for a chorus of four real parts.

(b) That it comprise some specimens of Canon and Fugue.

(c) That the whole have an accompaniment for an orchestra of bowed instruments only, with or without organ. The words need not be original and may be selected from any cantata, opera or other source; or, as alternative therefor, any three of the following, provided one is a vocal number:

1. A composition for four voice parts in polyphonic style, with accompaniment for piano, organ or string orchestra. Time, six to nine minutes.

2. A song, with piano accompaniment. Time, optional.

3. A fugue, for four parts, containing an example of double counterpoint. Time, six to nine minutes.

4. Composition in sonata (first movement) form, for string orchestra, organ or piano. Time, six to nine minutes.

5. Composition in free style, for piano or organ. Time, four to six minutes.

In all cases the fingering, pedaling, registration, phrasing and expression must be fully indicated.

The exercise is not performed publicly. The composition must be accompanied by a written declaration, signed by the candidate, that the work is his own unaided composition. There must be one subscribing witness (with full name and residence) to the signature of the candidate.

6. DEGREE OF MASTER OF MUSIC.

For the regular 48-count Academic Music Diploma (3) and Artistic Virtuosity.

OUTLINE OF STUDIES.

NOTATION.

The staff; meter; rhythm; F, G and C clefs; signatures of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relations of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—1. Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the Church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavichord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music; the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden

progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon the keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulation by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishment; harmonic embellishment; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts; one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts; all classes, as in first year. Four parts; all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation; canon. In addition to the study of examples the student must prepare original exercises throughout the course. Fugue, the subject; real and tonal answers; counter-subject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciations. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form; theme and variations, étude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo; first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata; principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments;

theoretic work; finale, higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ESTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; esthetic value of regular, displaced and syncopic accent; phrasing; characteristic accents, national and individual; melodic accents; thematic accent by transformations; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniment; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; *accelerando* and *ritardando*; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

The Technical course in each of these branches will be published separately.

DAILY PROGRAM.

A. M.—8 to 8.10.

Chapel exercises.

8.10 to 9.

Advanced arithmetic.
 Arithmetic.
 Advanced English.
 Geography.
 Reading.
 Kindergarten.

Piano.
 Organ.
 Point-print music writing.
 Piano tuning.
 Mattress making.
 Cane seating.
 Sewing, knitting, etc.

9 to 9.30.

Arithmetic.
 Physiology.
 Geography.
 Kleidograph.
 Spelling.
 Kindergarten.
 Piano tuning.

Piano.
 Organ.
 Double counterpoint.
 Harmonic notation.
 Sewing, knitting, etc.
 Cane seating.
 Mattress making.

9.30 to 10.

Recess.

10 to 10.45.

Arithmetic.
 Geography.
 United States history.
 Kindergarten.
 Mattress making.
 Cane seating.

Piano.
 Organ.
 Harmony.
 Piano tuning.
 Sewing, knitting, etc.

10.45 to 11.30.

Arithmetic.
 Physical geography.
 Elementary English.
 Geography.
 Spelling.
 Kindergarten.

Piano.
 Organ.
 Piano tuning.
 Mattress making.
 Cane seating.
 Sewing, knitting, etc.

11.30 to 11.45.

Recess.

11.45 to 12.45.

Arithmetic.
 Geography.
 Typewriting.
 Calisthenics.
 Kindergarten.
 Counterpoint.

Piano.
 Organ.
 Piano tuning.
 Mattress making.
 Cane seating.
 Sewing, knitting, etc.

P. M.—1.45 to 2.30.

Senior singing class.	Piano.
Junior singing class, girls' division.	Organ.
Typewriting.	Piano tuning.
Reading.	Cane seating.
Hand knitting.	Machine sewing.
	Crocheting.

2.30 to 3.15.

English history.	Piano.
Junior singing class, boys' division.	Organ.
Spelling.	Crocheting.
Typewriting.	Hand sewing.
Domestic science.	Machine sewing.
Mattress making.	Cane seating.
	Piano tuning.

3.15 to 3.30.

Recess.

3.30 to 4.15.

Typewriting.	Piano.
Reading.	Organ.
Spelling.	Mattress making.
Kindergarten.	Cane seating.
Music history.	Hand knitting.
Domestic science.	Hand sewing.
Piano tuning.	Machine sewing.

4.15 to 5.

Piano.	Mattress making.
Organ.	Cane seating.
Kindergarten.	Piano tuning.
Typewriting.	Hand knitting.
Spelling.	Hand sewing.
Domestic science.	Machine sewing.
Reading.	Crocheting.

Except from 6 to 6.30 P.M., the time from 5 to 5.30 is divided into half hours, and occupied in reading, general study and the practice of music.

LIST OF PUBLICATIONS IN THE NEW YORK POINT PRINT.

MUSIC CULTURE.

- Wait's System of Point Musical Notation, revised edition.
 Key to Wait's Musical Notation, revised.
 Harmonic Notation, by William B. Wait.
 Normal Course of Piano Technic, by William B. Wait.
 Musical History, by G. A. Macfarren.
 The Great German Composers, three volumes.
 The Standard Operas, by G. P. Upton, two volumes.
 National Music of the World, by Chorley.
 Stories About Musicians, by Mrs. Ellet, three volumes.
 Organ Method, by Dr. John Stainer, two volumes.
 Violin Method, Louis Schubert, first part.
 Guitar Method, Carcassi.
 How to Teach Bands, by F. J. Keller.
 Tuning the Pianoforte.
 Tuners' Guide.
 Notes on Tuning, by J. A. Simpson.
 Explanatory Introduction to the Riemann edition of the Beethoven Sonatas.
 Lessons in Musical History, by J. C. Filmore.
 The Students' Helmholtz, Broadhouse, two volumes.
 Sound and its Phenomena, Brewer.
 Touch and Technic, Dr. William Mason, Vol. I.
 Counterpoint, Dr. J. F. Bridge.
 Manual of Musical History, Ritter.
 Panofka's Vocal Lessons, two volumes.
 "Materials Used in Musical Composition," Percy Goetschius, Vol. I (through
 concords), Vol. II (through all classes of discords, including altered and mixed
 chords).
 Pronouncing Dictionary of Musical Terms, two volumes, edited by B. B. Huntoon.
 Chopin and other Musical Essays, H. T. Fink.
 Music and Culture, by K. Merz.
 Music and Morals (selections), by Rev. H. R. Haweis.
 Composition, by Dr. John Stainer.

PIANO STUDIES.

PRIMARY AND PROGRESSIVE STUDIES.

- L. Köhler, Op. 190; easy and instructive pieces.
 C. Czerny, Op. 261; 101 preparatory lessons.

SCALE STUDIES—BOOK I.

- | | |
|---------------------------------|------------------------------------|
| Al. Schmidt, Op. 16, Nos. 3, 4. | Duvernoy, Op. 176, Nos. 1, 13, 14. |
| Berens, Op. 61, No. 1. | Köhler, Op. 115, Nos. 1, 2. |
| Bertini, Op. 29, No. 23. | Le Couppey, Op. 26, Nos. 1, 2. |
| Döring, Op. 8, Nos. 9, 10. | Lemoine, Op. 37, No. 24. |

ARPEGGIO STUDIES—BOOK I.

Czerny,	Op. 599,	Nos. 84, 87, 90,	Duvernoy,	Op. 120,	Nos. 4, 7, 8.
		94, 100.	Köhler,	Op. 115,	Nos. 9, 10.
Czerny,	Op. 636,	No. 7.			

TRIPLET STUDIES—BOOK I.

Bertini,	Op. 103,	No. 7.	Köhler,	Op. 175,	No. 8.
Heller,	Op. 45,	Nos. 23, 24.	Krause,	Op. 2,	No. 2.
Köhler,	Op. 167,	Nos. 1, 2, 6, 8.	Lemoine,	Op. 37,	Nos. 8, 16.

LEGATO STUDIES—BOOK I.

Bertini,	Op. 100,	No. 12.	Köhler,	Op. 175,	Nos. 1, 3, 6.
Döring,	Op. 8,	No. 11.	Spindler,	Op. 58,	No. 1.
Köhler,	Op. 151,	Nos. 7, 8, 9, 10.			

VELOCITY STUDIES—BOOK I.

Berens,	Op. 3,	No. 6.	Heller,	Op. 72,	No. 5.
Czerny,	Op. 636,	Nos. 20, 21.	Le Couppey,	Op. 26,	No. 12.
Czerny,	Études de la Vitesse,		Mendelssohn,	Op. 72,	No. 5.
		No. 11.			
Döring,	Op. 8,	No. 8.			

TRILL STUDIES—BOOK I.

A. Krause,	Op. 2,	Nos. 1, 3.	L. Röhr,	Op. 24,	Nos. 1, 2, 3, 4, 5.
Köhler,	Op. 151,	Nos. 1, 2.			

PIANO PIECES.

Bach, J. S.	Twelve Preludes.*		
Bach, J. S.	Fifteen Two-voiced Inventions.*		
Bach, J. S.	Bourrée in G, from Violoncello Sonata No. 4.		
Bach, J. S.	Prelude and Fugue Nos. II and III, from the Well-tempered Clavier.*		
Bach, J. S.	Prelude and Fugue No. IV, from the Well-tempered Clavier.*		
Bach, J. S.	Allemande, Courante, Gavotte, Bourrée and Gigue, from the G major suite, Kullak edition.*		
Bach, J. S.	Prelude and Fugue No. VIII, from the Well-tempered Clavier.*		
Bach, J. S.	Fugue from the Toccata in E minor, Kullak edition.*		
Bach, J. S.	Preambulum, Kullak edition.*		
Bach, J. S.	Bourrée in B minor, from Violin Sonata No. 2.		
Bach-Mason	Gavotte in D major.		
Baumfelder, F.	Op. 270.		
No. 1.	Sandman Knocks.	No. 5.	The Young Officer.
2.	The Stork Has Come.	6.	The Music Box.
3.	The Old Ruin.	7.	The Setting Sun.
4.	The Vintage.	8.	Grandma's Tale.

* Associateship Music.

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| No. 15. The Snow Man. | No. 19. Evening Prayer (Prelude and Choral). |
| 16. A Winter Day. | 20. The Gentle Child and the Little Ruffian. |
| 17. The Ring Dance. | |
| 18. The Sorrowful Hour. | |
- Handel, G. F. Six Fugues.
- Handel, G. F. Harmonious Blacksmith, theme with variations.
- Heller, S. Tarantelle.....Op. 85....No. 2.
- Heller, S. Curious Story.
- Hiller, F. Rhythmical Studies*Op. 56..Nos. 1 to 13.
- Hoffman, C. Romance, "On the Heights."
- Ketterer, E. Saltarelle.....Op. 266.
- Kontski, A. Polonaise 271.
- Kuhlan, F. E. Sonatina 20....No. 1.
- Kullak, Theodor.....Scenes from Childhood.. 81....12 numbers.
- Lichner, H. Twelve characteristic pieces.
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|-----------------------|----------------------|
| No. 1. Entreaty. | No. 7. Elegy. |
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| 19. 6. Venetian Gondellied. | 53. 22. Song of Triumph. |
| 30. 7. Contemplation. | 53. 23. Sadness of Soul. |
| 30. 8. Without Repose. | 53. 24. The Flight. |
| 30. 9. Consolation. | 62. 25. May Breezes. |
| 30. 10. The Estray. | 62. 26. The Departure. |
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67.	36.	Serenade.	102.	45.	Tarantella.
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OF

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ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1898.

LUX ORITUR:

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Daly, Charles P.	1861	Smith, Gouverneur, M.D.	1893-1898
Hosack, Nathaniel P.	1862-1876	Davis, Howland	1894-1898
Grafton, Joseph.	1862-1872	Duer, William A.	1894-1898
Myers, T. Bailey.	1862-1887	Hamilton, William G.	1894-1898
Edgar, Newbold.	{ 1862-1864	Appleton, William W.	1896-1898
	{ 1868	Tappen, Frederick D.	1897-1898
Donnelly, Edward C.	1862-1864	Armstrong, D. Maitland.	1898

MANAGERS

OF

THE NEW YORK INSTITUTION FOR THE BLIND,

IN ALPHABETICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Abbatt, William M.....	1855-1857	Cushman, D. Alonzo	1837-1843
Ackerly, Samuel, M.D.....	1831-1845	Daly, Charles P.....	1861
Adams, John G., M.D.....	1851-1858	Davis, Howland	1894-1898
Allen, Moses	1834	Day, Mahlon	1849-1854
Allen, George F.....	{ 1836-1839	Dean, Nicholas.....	1844-1848
	{ 1841-1862	Demilt, Samuel.....	1838
Appleton, William W.....	1896-1898	De Rahm, Charles	1866-1890
Armstrong, D. Maitland....	1898	Dissosway, Gabriel P.....	1834-1836
Aspinwall, J. Lloyd	1860-1861	Donaldson, James	1831-1832
Averill, Augustine	1840	Donnelly, Edward C.....	1862-1864
Averill, Herman	1831-1832	Duer, William A.....	1894-1898
Beadle, Edward L.....	1851-1862	Dumont, William	1856-1862
Beers, Cyrenius.....	1841-1853	Dwight, Theodore	1833-1837
Beers, Joseph D.....	1831-1832	Edgar, Newbold.....	{ 1862-1864
Blakeman, Wm. N., M.D. {	1837-1839		{ 1868
	{ 1841	Emmett, Thos. Addis, M.D..	1865-1866
Bogert, Henry K.....	1831-1832	Gracie, Robert.....	1838-1861
Bolton, Curtis	1831-1835	Grafton, Joseph.....	1862-1872
Bowers, John M.....	1891-1898	Gerard, James W.....	1869-1873
Brown, John Crosby.....	1862-1864	Hagg, John P.....	1833
Brown, Silas.....	1833-1859	Hamilton, William G.....	1894-1898
Bronson, Frederick.....	1888-1898	Hart, James H.....	1839
Burrill, John E.....	1866-1867	Hart, Joseph C.....	1837-1840
Butterfield, Daniel	1868	Hilton, Henry	1866
Cammann, George P., M.D..	1858	Hoffman, Charles B.....	1865-1868
Case, Robert L.....	1841-1861	Hoffman, William B.....	1868-1879
Chandler, Adoniram.....	1836	Holmes, Curtis	1837-1838
Church, William H., M.D...	1859-1864	Holmes, Silas	1841-1842
Clift, Smith.....	1865-1893	Hone, Robert S.....	1859-1891
Cobb, James N.....	1851-1858	Hosack, Nathaniel P.....	1862-1876
Colins, Stacey B.....	1841	Hoyt, Charles	1835-1839
Craven, Alfred W.....	1854-1861	Hutchins, Waldo	1860-1867
Crosby, John P.....	1841-1859	Irving, John Treat	1863-1896
Crosby, William B.....	1831-1833	Jenkins, Thomas W.....	1831-1836
Crosby, William H.....	1835		

- Jones, Edward.....1843-1850
 Jones, George F..... } 1850-1859
 } 1865
 Jones, William P.....1846-1849
 Kane, John I.....1881-1898
 Kennedy, James Lenox.....1860-1864
 Ketchum, Hiram.....1831-1838
 Ketchum, Morris.....1831-1837
 King, Edward.....1884-1893
 King, John A.....1848-1854
 Kingsland, Ambrose C.....1889-1890
 Kissel, Gustav E.....1891-1898
 Lee, Gideon.....1831-1836
 Lord, James Cooper.....1862-1864
 Lyons, Stephen.....1834-1836
 Mandeville, William.....1836-1837
 Marié, Peter.....1870-1898
 Marsh, James.....1842-1852
 Marshall, Charles H.....1892-1898
 McLean, James M.....1863-1890
 Miller, Franklin.....1833-1835
 Miller, Sylvanus.....1831-1832
 Moore, Clement C.....1840-1850
 Mott, Samuel F.....1831
 Murray, Hamilton.....1842-1847
 Murray, Robert J.....1839-1858
 Myers, T. Bailey.....1862-1887
 Nevins, Rufus L.....1831-1832
 Norton, Charles B.....1859-1861
 Noyes, William Curtis.....1855-1859
 Oakley, Charles.....1835
 Ogden, Gouverneur M.....1851-1857
 Ogden, John D., M.D.....1853-1855
 Olyphant, D. W. C.....1840
 Olyphant, G. T.....1855-1857
 Patterson, Matthew C.....1831-1833
 Peabody, George L., M.D...1891-1898
 Phelps, Anson G.....1834-1855
 Potter, Clarkson N.....1863-1866
 Price, Thompson.....1831-1840
 Prime, Temple.....1878-1887
 Remsen, Henry.....1831-1832
 Rhineland, Frederick W....1874-1898
 Rhoades, J. Harsen.....1869-1872
 Robbins, Chandler.....1875-1898
 Robbins, George A.....1889-1895
 Roome, Edward.....1837-1845
 Russ, John D., M.D.....1833-1834
 Rutherford, Lewis M.....1858-1861
 Schell, Augustus.....1849-1883
 Schell, Edward.....1885-1893
 Schermerhorn, Alfred.... } 1862-1865
 } 1867-1868
 Schermerhorn, E. H.....1841-1842
 Schermerhorn, F. Augs.....1870-1898
 Schermerhorn, Peter Augs...1839-1845
 Schermerhorn, William C....1866-1898
 Schuyler, Philip.....1878-1898
 Seton, Samuel W.....1837
 Sheldon, Frederick.....1874-1898
 Sheldon, Henry.....1846-1854
 Smith, Floyd.....1844-1848
 Smith, Gouverneur M., M.D.1893-1898
 Spring, George.....1833-1835
 Steel, Jonathan D.....1833
 Stout, Francis A.....1867-1892
 Strong, Charles E.....1875-1887
 Stuyvesant, John R.....1831-1840
 Suydam, D. Lydig.....1861-1884
 Suydam, Lambert.....1841-1842
 Tallmadge, Henry F.....1839-1841
 Tappen, Frederick D.....1897-1898
 Thomas, Henry.....1831-1834
 Thompson, Martin E.....1839
 Thurston, William R.....1846-1851
 Titus, Peter S.....1836
 Tones, Francis.....1859-1860
 Tompkins, Daniel H.....1860-1874
 Travers, William R.....1860
 Trulock, Joseph.....1836-1840
 Tuckerman, Charles K.....1860-1867
 Van Rensselaer, Alex.... } 1862-1865
 } 1867-1877
 Van Rensselaer, Henry.....1858-1860
 Walker, John W.....1833-1839
 Walsh, A. R.....1842-1850
 Warren, James.....1856-1859
 Whitewright, William.....1866-1898
 Whittemore, William T.....1843-1845
 Wood, Edward.....1852-1861
 Wood, Isaac, M.D.....1837-1859
 Wood, John.....1842-1850
 Wood, Samuel.....1831-1836

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1898
Schell, Augustus.....	1863-1883		

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1898
Beadle, Edward L.....	1861-1862		

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1898
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1836-1839 1841-1859	Schermerhorn, F. Augs.....	1884-1898

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1898
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Boggs, William.....	1843-1845
Office unfilled.....	{ 1835 and	Chamberlain, James F.....	1846-1852
	{ part of 1836	Cooper, T. Golden.....	1853-1860
Jones, Silas.....	1836-1840	Rankin, Robert G.....	1861-1863
Vroom, Peter D., M.D.....	1841-1842	Wait, William B.....	1863-1898

BOARD OF MANAGERS.

1898.

	<i>Terms of continuous service.</i>
*WILLIAM WHITEWRIGHT,	Since 1866
WILLIAM C. SCHERMERHORN,	" 1866
FREDERICK AUGUSTUS SCHERMERHORN, "	1870
PETER MARIÉ,	" 1870
FREDERICK W. RHINELANDER,	" 1874
FREDERICK SHELDON,	" 1874
CHANDLER ROBBINS,	" 1875
PHILIP SCHUYLER,	" 1878
JOHN I. KANE,	" 1881
FREDERICK BRONSON,	" 1888
GUSTAV E. KISSEL,	" 1891
JOHN M. BOWERS,	" 1891
GEORGE L. PEABODY, M.D.,	" 1891
CHARLES H. MARSHALL,	" 1892
†GOUVERNEUR M. SMITH, M.D.,	" 1893
HOWLAND DAVIS,	" 1894
WILLIAM A. DUER,	" 1894
WILLIAM G. HAMILTON,	" 1894
WILLIAM W. APPLETON,	" 1896
FREDERICK D. TAPPEN,	" 1897
D. MAITLAND ARMSTRONG,	" 1898

* Deceased, May 13, 1898. † Deceased, December 7, 1898.

OFFICERS OF THE BOARD.

WILLIAM C. SCHERMERHORN,	<i>President.</i>
PETER MARIÉ,	<i>Vice-President.</i>
F. AUGS. SCHERMERHORN,	<i>Recording Secretary.</i>
FREDERICK SHELDON,	<i>Corresponding Secretary.</i>
HOWLAND DAVIS,	<i>Treasurer.</i>

STANDING COMMITTEES.

Committee on Finance.

GUSTAV E. KISSEL,	JOHN M. BOWERS,
FREDERICK D. TAPPEN.	

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON,	F. AUGUSTUS SCHERMERHORN,
CHARLES H. MARSHALL,	WILLIAM A. DUER,
JOHN I. KANE.	

Committee on Instruction and Music.

CHANDLER ROBBINS,	WILLIAM W. APPLETON,
GEORGE L. PEABODY, M.D.,	D. MAITLAND ARMSTRONG.

Committee on Industrial Training.

FREDERICK W. RHINELANDER,	FREDERICK BRONSON,
GOUVERNEUR M. SMITH, M.D.,	WILLIAM G. HAMILTON.

The President shall be *ex officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex officio* members of the Committee on Finance. (By-Laws.)

OFFICERS OF THE INSTITUTION.

WILLIAM B. WAIT, *Superintendent.*

DWIGHT L. HUBBARD, M.D., . . . *Attending Physician.*

JOHN T. METCALF, M.D., . . . *Consulting Physician.*

JOHN H. HINTON, M.D., . . . *Consulting Surgeon.*

ROBERT F. WEIR, M.D., . . . *Consulting Surgeon.*

Teachers in the Literary Department.

STEPHEN BABCOCK,

CLARA BOOMHOUR,

JAMES F. RICE,

NAOMI BOOMHOUR,

MARY B. SCHOONMAKER,

IDA R. PALEN,

GEORGIA T. SCHOONMAKER,

IRENE SCOFIELD,

CHARLOTTE W. HOWE,

GRACE L. MERRITT.

Teachers in the Musical Department.

HANNAH A. BABCOCK,

EVA E. KERR,

JULIA S. LOOMIS,

JESSIE COMFORT,

CLARA STODDARD.

Teacher in the Kindergarten Department.

NAOMI BOOMHOUR.

Teacher in the Tuning Department.

HENRY COFFRE.

Teachers of Manual Training—For Boys.

RUDOLPH MUSSEHL,

DANIEL MCCLINTOCK.

Manual Training and Home Science—For Girls.

ANNIE A. HAMLIN,

MARY B. SCHOONMAKER,

MINNIE A. JOHNSON.

SIXTY-THIRD ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York :

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1898.

The whole number of pupils during the past year was 204.

The report of the Superintendent, which is hereto annexed, gives many details in regard to the work of the several departments of the school.

The general health of the pupils has been good. The report of the attending physician is hereto annexed.

The following is a statement of the moneys received and expended :

RECEIPTS.

Cash on hand September 30, 1897.....	\$7,658.54
Appropriations, compensation for State pupils.....	40,445.42
Interest	12,897.49
Legacies	250.00
Transfer from investment fund (loan)	\$5,000.00
New York City stocks redeemed	10,000.00
Stocks received by legacy, sold.....	3,542.00
	18,542.00
All other sources (Counties, Industrial Department, etc.).....	17,771.19

\$97,564.64

EXPENDITURES.

Provisions and supplies	\$13,860.44
Clothing, dry goods, etc.....	2,066.53
Salaries and wages.....	27,474.13
Legal expenses.....	1,659.63
Gas.....	1,753.25
Repairs and alterations.....	5,213.38
Drugs and medicines.....	68.45
Fuel.....	1,971.74
Instruction and music.....	3,699.99
Furniture and fixtures.....	5,622.88

Paid into investment fund :

Loan from investment repaid	\$5,000.00
Proceeds from New York City stocks.....	10,000.00
Proceeds of stocks received by legacy.....	3,542.00

18,542.00

All other expenses	6,442.79
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\$88,375.21

Cash on hand September 30, 1898.....	9,189.43
--------------------------------------	----------

\$97,564.64

For details of these receipts and disbursements, reference is respectfully made to the report of the Treasurer, which is appended.

The following is a list of the legacies and donations which have been received by this Institution from time to time, since its organization in 1831, up to September, 1898:

Miles R. Burke.....	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland.....	300.00	Madame Jumel.....	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers.....	34 00
Elizabeth Bayley.....	100.00	Thomas Garner.....	1,410.00
John Jacob Astor.....	5,000.00	Chauncey and Henry Rose..	5,000.00
William Bean.....	500.00	Elizabeth Magee.....	534.50
Peter G. Stuyvesant.....	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh.....	5,000.00	Rebecca Elting.....	100.00
Elizabeth Demilt.....	5,000.00	G. Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein.....	250.00
C. D. Betts.....	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah Wooley.	5,984.83
Sarah Bunce.....	500.00	Benjamin Nathan.....	1,000.00
Elizabeth Idley.....	196.60	Thomas M. Taylor.....	6,151.94
Samuel S. Howland.....	1,000.00	James Peter Van Horn.....	20,000.00
William Howe.....	2,985.14	Caleb Swan.....	500.00
Margaret Fritz.....	100.00	Mrs. Adeline E. Schermerhorn	10,000.00
James McBride.....	500.00	Henry H. Munsel.....	3,396.32
Charles E. Cornell.....	521.96	Thomas Chardevoyne.....	5,000.00
Charles E. Deming.....	50.00	William Dennistoun.....	11,892.77
Mrs. Dewitt Clinton.....	200.00	William B. Astor.....	5,000.00
W. Brown.....	465.00	Benjamin F. Wheelright....	1,000.00
Elizabeth Gelston.....	1,000.00	George T. Hewlett, executor	500.00
Robert J. Murray.....	500.00	Ephraim Holbrook.....	39,458.16
Seth Grosvenor.....	10,000.00	Mrs. Emma B. Corning.....	5,000.00
Elijah Withington.....	100.00	Eliza Mott.....	1,475.54
Benjamin F. Butler.....	812.49	Mary M. Colby.....	595.86
Frissel Fund.....	2,000.00	Henry E. Robinson.....	6,000.00
Simeon V. Sickles.....	6,561.87	M. M. Hobby.....	726.28
Anson G. Phelps.....	5,675.68	Caroline Goff.....	4,161.59
Thomas Reilly.....	2,254.84	Simeon Abrams.....	5,052.70
Elizabeth Van Tuyl.....	100.00	Catherine E. Johnson.....	530.00
Thomas Eggleston.....	2,000.00	Maria Hobby.....	1,187.68
Sarah A. Riley.....	100.00	Daniel Marley.....	1,749.30
William E. Saunders.....	725.84	J. L., of Liverpool, England	25.00
Thomas Eddy.....	1,027.50	Emma Strecker.....	12,221.66
Robert C. Goodhue.....	1,000.00	Eli Robbins.....	5,000.00
Jonathan C. Bartlett.....	190.00	Margaret Burr.....	11,011.11
Stephen V. Albro.....	428.57	Mary Burr.....	10,611.11

George Dockstader.....	325.00	Cash	25.00
Mr. Roosevelt.....	10.00	Julia Ann Delaplaine.	36,618.83
Samuel Willetts.....	5,045.00	Mary Brandish.....	89.40
Augustus Schell.....	5,000.00	Thomas N. Strong.....	1,893.00
James Kelly.....	5,000.00	Maria Moffett, cash	8,891.21
William B. Bolles and Leona S. Bolles.....	2,949.11	Maria Moffett, railroad stock, par value \$4,800, net proceeds	3,542.00
Edward B. Underhill.....	500.00	Maria Moffett, other stocks, par value.....	2,800.00
Cash (no name).....	55.00	John Vanderbilt.....	25.00
Harriet Gross.....	1,000.00	William Clymer.....	2,000.00
Mary Hopeton Drake	2,340.00	Julius D. Payton.....	1,000.00
Mary Rogers.....	1,000.00	Amos R. Eno.....	5,000.00
Polly Dean.....	500.00	Clarissa L. Crane.....	1,000.00
John Delaplaine	302.99	Leopold Boscowitz.....	750.00
Abby A. Coates Winsor	1,000.00		
Harriet Flint.....	1,776.74		
Morris G. Robbins.....	10,000.00		

Of the funds thus received there are invested in United States bonds, sixty-eight thousand dollars (\$68,000), at par value; in New York City stock, nineteen thousand dollars (\$19,000), at par value, and in bonds secured by mortgage on real estate in this city, one hundred and thirty-seven thousand dollars (\$137,000). There is also deposited in the Union Trust Company a portion of said fund amounting to fifty-five thousand three hundred and thirty-nine dollars and forty-one cents (\$55,339.41). The balance of the fund has been applied to the purposes of the Institution in such ways as the Managers thought would add to the efficiency of the school and promote the health and comfort of the pupils.

In their last annual report the Managers directed your attention to the fact that blindness among children of school age residing in this metropolitan neighborhood had happily decreased in consequence of preventive measures, which need not be recited here. So great has been the amelioration in this respect that, while the ratio of blind persons to those who can see is in this latitude approximately 1 in every 1,200 of population, the ratio in the greater City of New York is now 1 in 2,500. As the decrease is almost entirely among minors, the necessary

result has been to diminish the number of pupils in attendance at this school. At the date of report in 1886 the number was 216, while at the date of the present report it is 169.

Inasmuch as the work which the Institution is doing in its contract relations with the State is upon the basis of a per capita compensation, the unavoidable effect of this reduction in numbers is to reduce the amount received and to increase the per capita cost.

The Managers, therefore, again feel compelled to ask that an appropriation of two hundred and eighty dollars (\$280) be made for each pupil during the coming year.

This sum will not cover the whole cost, but, when supplemented by the income derived from the invested funds of the Institution, it will enable the Managers to maintain the Institution at its present high standard of efficiency.

All of which is respectfully submitted.

THE NEW YORK INSTITUTION FOR THE BLIND,

WM. C. SCHERMERHORN, *President.*

F. AUGS. SCHERMERHORN, *Secretary.*

City and County of New York, ss. :

WILLIAM C. SCHERMERHORN, of said city, being duly sworn, saith: That he is President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

WM. C. SCHERMERHORN.

Sworn to before me this 14th day }
of December, 1898, }

AUGUSTUS H. CARPENTER,

Notary Public, New York County.

Report of the Treasurer.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1898.

Dr.

To cash balance September 30, 1897 \$7,658.54

Received from:

Legacies, Estate Leopold Boscowitz	\$250.00	
Legacies, Estate Maria Moffett (stocks sold)	3,542.00	
		<hr/>
		\$3,792.00
Interest		12,897.49
Transfer from investment fund (loan)		5,000.00
Transfer from New York City stocks redeemed		10,000.00
State of New York		40,445.42
State of New Jersey		7,169.82
New York County		5,859.07
Queens County		488.33
Suffolk County		41.13
Putnam County		41.13
Rockland County		82.27
Rents		600.00
Music, instruction		395.36
Clothing, dry goods, etc.		254.06
Supplies		175.97
Petty accounts		4.22
Repairs and alterations		11.48
Furniture and fixtures		56.78
Rebate on taxes		32.07
Industrial Department		2,059.50
Steward's fund		500.00
		<hr/>
		89,906.10
		<hr/>
		\$97,564.64

By cash paid for:

Cr.

Supplies	\$13,860.44	
Salaries and wages	27,474.13	
Clothing, dry goods, etc.	2,066.53	
Furniture and fixtures	5,622.88	
Repairs and alterations	5,213.38	
Traveling expenses	190.85	
Legal expenses	1,659.63	
Gas	1,753.25	
Transfer from investment fund (loan)	5,000.00	
New York City stocks redeemed	10,000.00	
Stocks received by legacy, sold	3,542.00	
		<hr/>
		18,542.00
Mount Hope property	3,720.00	
Music and instruction	3,699.99	
Industrial Department	694.20	
Petty accounts	1,337.74	
Drugs and medicines	68.45	
Fuel	1,971.74	
Steward's fund	500.00	
		<hr/>
		88,375.21
		<hr/>
		9,189.43
		<hr/>
		\$97,564.64

Balance

HOWLAND DAVIS, *Treasurer.*

New York, November 21, 1898.

The foregoing statement of Howland Davis, Treasurer, was examined by us and found to be correct.

PETER MARIÉ,
F. D. TAPPEN,
WM. C. SCHERMERHORN, } *Auditing Committee.*

Report of the Attending Physician.

To the Board of Managers of The New York Institution for the Blind :

GENTLEMEN—The past year's history has been gratifying. In accordance with the careful precautionary discipline followed in all departments of the Institution, cases of serious illness are rare.

The greater number of ailments coming under notice are of hereditary nature, and the combined tendency of the hereditaments would naturally be more frequently manifested under a less favorable environment.

Since the close of the current year one death has occurred. On November 4 Amy A. Davis, who had entered the school since the opening of the present session, was prostrated by an epileptic seizure. Although every attention was promptly rendered, the case terminated fatally in a few hours, the patient passing away while in a quiet and seemingly natural sleep. This is the first death of a pupil I have been called upon to report during my term of service at the Institution, now upwards of four years, and is the first that has occurred in a period of nearly six years.

The hygienic and sanitary conditions of the Institution in each of its several departments are very satisfactory.

Respectfully submitted,

DWIGHT L. HUBBARD, M.D.,

Attending Physician.

Report of the Superintendent.

To the Board of Managers :

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1898:

Number of pupils September 30, 1897.....	180
Admitted during the year.....	<u>24</u>
Whole number instructed.....	204
Reductions	<u>35</u>
Number September 30, 1898.....	169

In the report of one year ago attention was directed to the gratifying fact that the number of blind children of school age in the territory forming the greater City of New York had been gradually diminishing, thus bringing about a marked decrease in the number of our pupils. It will not be necessary to refer again at this time to the benign causes which are operating to save large numbers of children from blindness. The effect, however, as seen in the falling off in the number of our pupils from year to year, should be kept in mind. From 1886 down to and including the date of this report the number of pupils September 30 in each year respectively was as follows: 216, 211, 205, 199, 206, 200, 207, 198, 197, 183, 183, 180, 169.

Prior to 1870 the buildings of the Institution were very much smaller and less commodious than now, and although the State School at Batavia had been opened in 1868, the demand for the admission of State pupils became so great that in 1870 it was decided to make extensive additions to our buidings, the

large outlays for which were made out of the Legacy Investment Fund. The pressure of numbers, notwithstanding these enlargements, still increased, and other additions were subsequently made, until in 1886 the Institution was enabled to easily accommodate 225 pupils, and a larger number than this was sometimes in attendance.

Having provided accommodations for such a number of pupils, it is obvious that, in order to fully utilize the buildings and accompanying facilities, an adequate number of pupils should be in attendance.

The question of the number of pupils also derives importance from other considerations, to which brief reference may be made.

For those who can see, Kindergartens, Primary Schools, Intermediate Schools, High Schools, Colleges and Special Schools are provided, into which, respectively, only the pupils of corresponding grade are received. In this school, however, the primary, secondary and higher departments of instruction are included, and pupils of all ages are received, for whom instruction corresponding to each of these grades must be provided, and in a great variety of subjects. For this reason the proper education of a comparatively small number of blind pupils, assembled as a school under the conditions that obtain here, require the same extended classification as to age, grade and subjects as are represented in the whole system of schools for those who see.

From these considerations it is evident that an adequate number of pupils and a sufficient per capita compensation are essential to secure at once a proper organization and an economical and efficient performance of the work in hand.

Under these conditions two courses may be suggested, viz.: First, an increase of the per capita; second, an enlargement of the contiguous territory from which pupils may be received. The first will enable us to steadily maintain the recognized

efficiency of our school, while the addition of territory will slowly but gradually increase the number of pupils until the necessary number shall be in attendance.

THE SCHOOL.

The usual organization has been maintained through the year, the character of which is indicated by the schedules annexed.

The tests of our work, as furnished by the examinations of the Regents of the University and those of the American College of Musicians, have been applied with encouraging success. During the year 149 Regents' examinations have been successfully passed by 76 different pupils in the following subjects: Reading, Writing, Spelling, Grammar, Elementary English, Geography, Arithmetic, Advanced English, English Composition, Rhetoric, Advanced Arithmetic, Algebra, Physical Geography, United States History, English History, Roman History and Geology.

The answer papers were prepared by the pupils on ordinary typewriting machines. The examinations were held in January, March and June, at the time appointed for examinations in all the schools of the State, and under the same rules and regulations.

No answer paper claimed by us as having passed has been rejected.

In addition to the above, twenty-seven examinations of the American College of Musicians have been successfully passed by fifteen different pupils in the following subjects: Notation, Harmony, Counterpoint, Double Counterpoint, Composition, Music History, Piano Tuning (Demonstrative), Piano Tuning (Theoretic), Organ (Demonstrative, Fellowship grade).

The method of proving work by these examinations was introduced into our school somewhat tentatively ten years ago. At that time a test was made by a single pupil, who, by the aid

of an amanuensis, took and passed an examination in Greek. During the last year seventy-six pupils participated successfully in the examination work, and in June, thirty-two typewriting machines were employed during the five days covered by the tests.

The pupils in general have shown a keen interest and persevering industry in the pursuit of their studies, and can be commended for good deportment.

I desire here to express my high appreciation of the cordial and excellent manner in which the teachers and officers have discharged their difficult duties, and through which the work of the year has been marked by efficiency and success.

All of which is respectfully submitted.

WILLIAM B. WAIT,

Superintendent.

Industrial Department.

THE INDUSTRIAL DEPARTMENT in account with THE NEW YORK INSTITUTION
FOR THE BLIND, year ending September 30, 1898.

Dr.

To Raw Material and Stock on hand September 30, 1897	\$179.94
“ Raw Material bought.....	694.20
“ Salaries and Wages.....	1,348.00
“ Bills payable	242.71
	<u>\$2,464.85</u>

Cr.

By Cash received	\$2,059.50
“ Debts receivable	91.85
“ Raw Material and Stock on hand September 30, 1898.....	189.84
	<u>\$2,341.19</u>
To Balance.....	123.66
	<u>\$2,464.85</u>

REGENTS' REQUIREMENTS

Below is a complete table, grouped according to cognate relations, of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses of the 586 academies of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten-weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject. Subjects in italics are those in which examinations are held in June only.

Those who pass successfully in any of the following five parallel courses will receive half credit for the second part:

- 1 3d-year English or English literature and American literature.
- 2 2d-year Latin or Caesar.
- 3 3d-year Latin or Virgil's *Æneid*.
- 4 2d-year Greek or Anabasis.
- 5 3d-year Greek or Homer's *Iliad* and twenty weeks of equal grade.

GROUP 1.

LANGUAGE AND LITERATURE—ENGLISH.

4 English, 1st year (<i>a</i>).	2 Rhetoric.
4 English, 2d year (<i>a</i>).	2 English literature.
4 English, 3d year (<i>a</i>).	2 American literature.
2 Advanced English.	2 English reading.
2 English composition.	

SPECIAL READING COURSES.

2 English selections.	1 <i>German classics in English.</i>
2 <i>English prose.</i>	1 <i>French classics in English.</i>
2 <i>English poetry.</i>	1 <i>Latin classics in English.</i>
2 American selections.	1 <i>Greek classics in English.</i>

MODERN FOREIGN.

4 German, 1st year.	4 French, 1st year.
4 German, 2d year.	4 French, 2d year.
4 German, 3d year.	4 French, 3d year.

ANCIENT.

- | | |
|---------------------------------|---------------------------------|
| 4 Latin, 1st year (<i>b</i>). | 1 <i>Virgil's Eclogues</i> . |
| 4 Latin, 2d year (<i>c</i>). | 1 Latin composition. |
| 4 Cæsar's Commentaries. | 4 Greek, 1st year (<i>b</i>). |
| 4 <i>Latin, 3d year (c)</i> . | 4 <i>Greek, 2d year (c)</i> . |
| 2 <i>Sallust's Catiline</i> . | 4 Xenophon's Anabasis. |
| 2 Cicero's Orations. | 2 Homer's Iliad. |
| 1 <i>Ovid's Metamorphoses</i> . | 4 <i>Greek, 3d year (c)</i> . |
| 4 Virgil's <i>Æneid</i> . | 1 Greek composition. |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|---------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 1 Plane trigonometry. |
| 2 Advanced algebra. | 1 <i>Spheric trigonometry</i> . |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------------|----------------------|
| 2 Astronomy. | 2 Chemistry, part 1. |
| 2 Physics, part 1. | 2 Chemistry, part 2. |
| 2 Physics, part 2. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical Geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and Hygiene. |
| 2 Zoology. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|---------------------------|---|
| 2 General History. | 2 <i>Advanced U. S. History</i> . |
| 1 Greek History. | 2 <i>First reading course in U. S. History</i> . |
| 1 Roman History. | 2 <i>Second reading course in U. S. History</i> . |
| 2 English History. | 2 New York History. |
| 2 <i>French History</i> . | 2 Civics. |
| 2 U. S. History. | 2 Economics. |

GROUP 5.

OTHER STUDIES.

- | | |
|--------------------------------------|-------------------------|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 1 Stenography, 100 words per minute. | 2 <i>Home Science</i> . |
| 1 Stenography, 125 words per minute. | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced Drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches. Counts.</i>	
English	17	36
German	3	12
French.....	3	12
Latin	10	27
Greek.....	6	19
Mathematics	7	16
Science	10	20
History, etc	12	22
Other studies	7	12
	<hr/> 75	<hr/> 176

(a) Offered as a substitute for all other English branches except the special reading courses. No extra counts will be given to those who pass both in first and second year English and in advance English, English composition, rhetoric and English reading.

(b) In first-year Latin and Greek candidates may take the separate examination or defer it and receive 8 counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year and for those who prefer to secure the four credits for first-year's work and to take a separate examination in Cæsar or Anabasis rather than have 8 counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar and Greek; second year as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) Psychology and ethics will hereafter be given in the higher examinations, but they may be credited at 2 counts each for academic credentials, with a note that they are higher, not academic, studies.

Subjects in the extension and professional groups do not count for academic credentials, and are not given in the above list.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken. Advanced students who have come from other States, or who for other reasons have not passed in elementary subjects, may take them at any time; *e. g.*, arithmetic after algebra or geometry, English composition after rhetoric, etc.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause. Studies necessary to obtain any credential may be passed at different examinations.

Seventy-five per cent. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents' Office, and all papers below standard will be returned to the candidates. For those accepted pass cards will be issued.

CANDIDATES not attending schools in which Regents' examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the examination department.

SAMPLE PAPERS.—Calls for sample examination papers grew so burdensome that further free distribution became impracticable. All the papers of the year are mailed in paper covers for twenty-five cents, or bound for fifty cents. Unbound sample papers, not including more than ten subjects, may be had for ten cents.

UNIVERSITY CREDENTIALS.

1. PASS CARD.—Any study.

2. PRELIMINARY (PREACADEMIC) CERTIFICATES.—Reading, writing, spelling, elementary English, arithmetic, geography.

3. ACADEMIC CERTIFICATES.—All preliminaries and the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of the first 24, 36 and 48 counts are in English.

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

FIRST-YEAR CERTIFICATE.—No certificate is issued for 12 counts unless it includes first-year English (English composition and 2 other English counts) or the first year in any foreign language may be substituted for first-year English in the first-year certificate, United States history and drawing, and either 4 counts in mathematics or physiology and hygiene and 2 optional counts.

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8, are in English, and not less than 6 each from the second, third and fourth groups.

CLASSICAL ACADEMIC DIPLOMA.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Cæsar, or second-year Latin, Cicero, Virgil, Latin composition, first-year Greek, Xenophon, or second-year Greek, Iliad, Greek composition, Greek history, Roman history.

ADVANCED DIPLOMA.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36, etc., counts in addition. On its face are specified the total counts (which must be in even twelves) that give it its name; *e. g.*, one holding an academic diploma and earning 24 extra counts will receive a six-year advanced academic diploma instead of a six-year certificate, which is less prized, because it might be secured by one who had not taken a balanced course, and had, perhaps, omitted entirely one, or even two, of the great groups of studies.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned with honor, and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Pass cards are issued for any one or more branches passed, but diplomas and certificates will be issued only for the number of studies prescribed, which is always in even year's work, *i. e.*, in multiples of 12 counts. Holders of diplomas may have studies passed later recorded on the back, or, by special request, on the face, but such indorsements will not be made on certificates.

DUPLICATE CREDENTIALS.—Any certificate or diploma will be issued free on application to any student whose record shows that he has passed all the subjects required for that credential, provided that he has not less than 12 counts not included in the highest credential previously issued. If he wishes to complete a series by securing any lower credentials earned but not previously issued, he must pay a fee of twenty-five cents each, the same as for duplicate credentials. The University issues free only the highest credential which the candidate has earned.

SUMMARY.—The system of credentials now laid out provides for three distinct records: 1, subjects taken; 2, quantity; 3, quality; *i. e.*, what has been studied, how much and how well. The academic diploma specifies the subjects pursued. The five-year, six-year, etc., "advanced" diplomas specify extra quantity. The honor diplomas specify extra quality in the work done. Thus the academic diploma shows the class of subjects taken, the quantity to be 48 counts, the quality to be 75 per cent. or better. The "five-year advanced academic diploma with honor" shows the subjects taken, that in quantity it was 12 counts more than the regular, and that in quality the standing was at least 90 per cent. in three-fourths of the counts.

INSTRUCTION TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner:

I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them.

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected. Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula "I do so declare," followed by their signature.

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents' examination till admitted by special permission from the University on written application to the Secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines: 1, subject; 2, date; 3, place; 4, name, *e. g.*:

Arithmetic.....Albany High School.

June 14, 1898.....James Burns.

REQUIREMENTS OF THE AMERICAN COLLEGE OF MUSICIANS.

MUSIC STUDIES.

TECHNIC.

Counts.

40 Piano. 40 Violin.
32 Organ. 32 Voice.

THEORY, HISTORY AND SCIENCE.

Counts.

4 Notation.
4 Music History, first year, general.
4 Music History, second year, special.
4 Harmony, first year.
4 Harmony, second year.
4 Harmony, third year.
4 Harmony, fourth year.
4 Counterpoint, first year.
4 Counterpoint, second year.
4 Counterpoint, third year (Invertible, Canon and Fugue).
2 Terminology.
2 Form and Composition, first year.
4 Form and Composition with Esthetics, second year.
4 Form and Composition, third year.
2 Composition, fourth year.
2 Acoustics.
4 Orchestration, applied.
4 Concerted Music, applied.
4 Special Theory.
4 Composition: Polyphonic, Sonata Form, Romantic Style, in all vocal and instrumental forms.

SPECIAL MUSIC.

Counts.

8 Tangible Music Notation, New York Point System.
16 Piano-tuning, theory and practice.

NOTE.—Tangible Notation and Piano-tuning have been introduced because of their value to blind students. Although such students must have a thorough theoretical knowledge of the staff and the typography of music, they can make no practicable use of them. Tangible Notation is, therefore, indispensable, and possesses high disciplinary and practical value.

Drawing and laboratory work are impracticable to the blind student. While these studies train the eye and the hand, the study of the piano trains the ear and the hand.

CREDENTIALS.

1. PASS CARD.

For any study.

2. ACADEMIC MUSIC CERTIFICATES.

For all preliminaries, evidenced by credentials, as required by the University of the State of New York, and 24, 36, 48, 60, etc., counts in Music Theory and Technic, provided that one-sixth in addition to the first 24, 36, 48 counts are in English.

NOTE.—No first-year or 12-count certificates will be issued for Music Theory and Technic, except in addition to the 12 counts required for the first academic year in English, United States History and Mathematics, or in the substitutes for the latter, to be evidenced by the proper credentials.

3. ACADEMIC MUSIC DIPLOMAS.

All preliminaries and any 48 counts in Music, and not less than 8 in English, and 6 each from the second group (Mathematics), third group (Science), and fourth group (History), as prescribed by the Syllabus of the University of the State of New York. (See Bulletin, 1895.)

NOTE.—For blind students, tangible notation of the New York System, piano or organ technic, and piano-tuning are offered as substitutes for the 6 counts each from the second, third and fourth groups.

4. ADVANCED DIPLOMA.

For the regular 48-count music diploma, as above, and 12, 24, 36, etc., counts in addition for Theory or Technic.

5. DEGREE OF BACHELOR OF MUSIC.

For all preliminaries, the regular 48-count music diploma, as above, and 48 additional counts in Music, Theory and Technic. In addition, the candidate must submit an original composition on a sacred or secular subject, written for the occasion, occupying approximately twenty minutes in performance and fulfilling the following conditions:

(a) That it comprise some portion for a solo voice, and some considerable portion for a chorus of four real parts.

(b) That it comprise some specimens of Canon and Fugue.

(c) That the whole have an accompaniment for an orchestra of bowed instruments only, with or without organ. The words need not be original and may be selected from any cantata, opera or other source; or, as alternative therefor, any three of the following, provided one is a vocal number:

1. A composition for four-voice parts in polyphonic style, with accompaniment for piano, organ or string orchestra. Time, six to nine minutes.

2. A song, with piano accompaniment. Time, optional.

3. A fugue, for four parts, containing an example of double counterpoint. Time, six to nine minutes.

4. Composition in sonata (first movement) form, for string orchestra, organ or piano. Time, six to nine minutes.

5. Composition in free style, for piano or organ. Time, four to six minutes.

In all cases the fingering, pedaling, registration, phrasing and expression must be fully indicated.

The exercise is not performed publicly. The composition must be accompanied by a written declaration, signed by the candidate, that the work is his own unaided composition. There must be one subscribing witness (with full name and residence) to the signature of the candidate.

6. DEGREE OF MASTER OF MUSIC.

For the regular 48-count Academic Music Diploma (3) and Artistic Virtuosity.

OUTLINE OF STUDIES.

NOTATION.

The staff; meter; rhythm; F, G and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relation of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—1. Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the Church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavichord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music; the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden

progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon the keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulation by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishment; harmonic embellishment; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts; one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts; all classes, as in first year. Four parts; all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation; canon. In addition to the study of examples the student must prepare original exercises throughout the course. Fugue, the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciations. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form; theme and variations, etude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo; first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata; principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; develop-

ments; theoretic work; finale, higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ESTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes, accents, their uses and classifications; nature of meter and rhythm; grammatical accent; esthetic value of regular, displaced and syncopic accent; phrasing; characteristic accents, national and individual; melodic accents; thematic accent by transformation; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniment; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

The Technical course in each of these branches will be published separately.

DAILY PROGRAM.

A.M.—8 to 8.10.

Chapel exercises.

8.10 to 9.

Advanced arithmetic.

Piano.

Arithmetic.

Organ.

Advanced English.

Organ theoretic.

Geography.

Point-print music writing.

Reading.

Piano tuning.

Kindergarten.

Cane seating.

Sewing, knitting, etc.

9 to 9.50.

Arithmetic.

Piano.

Physiology and hygiene.

Organ.

Kleidograph.

Staff notation and terminology.

Spelling.

Piano tuning.

Nature lessons.

Sewing, knitting, etc.

Geography.

Cane seating.

Kindergarten.

Mattress making.

9.50 to 10.

Recess.

10 to 10.45.

Algebra.

Piano.

Arithmetic.

Organ.

United States history.

Piano tuning.

Geography.

Mattress making.

Kindergarten.

Cane seating.

Sewing, knitting, etc.

10.45 to 11.30.

Arithmetic.

Piano.

Civics.

Organ.

Elementary English.

Piano tuning.

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Mattress making.

Language lessons.

Cane seating.

Spelling.

Sewing, knitting, etc.

Geography.

11.30 to 11.45.

Recess.

11.45 to 12.45.

Arithmetic.

Piano.

Geography.

Organ.

Typewriting.

Piano tuning.

Calisthenics.

Harmonic notation.

Kindergarten.

Music form.

Mattress making.

Cane seating.

Sewing, knitting, etc.

P.M.—1.45 to 2.30.

Senior singing class.	Piano.
Junior singing class—girls' division.	Piano tuning.
Typewriting.	Cane seating.
Hand knitting.	Machine sewing.
	Crocheting.

2.30 to 3.15.

Junior singing class—boys' division.	Piano.
Reading.	Organ.
Spelling.	Harmony.
Typewriting.	Crocheting.
Domestic science.	Hand sewing.
Mattress making.	Machine sewing.
Cane seating.	Piano tuning.

3.15 to 3.30.

Recess.

3.30 to 4.15.

General history.	Piano.
Reading.	Organ.
Spelling.	Mattress making.
Kindergarten.	Cane seating.
Domestic science.	Hand knitting.
Piano tuning.	Hand sewing.
Typewriting.	Machine sewing.

4.15 to 5.

Piano.	Organ.
Mattress making.	Cane seating.
Kindergarten.	Piano tuning.
Spelling.	Hand knitting.
Reading.	Hand sewing.
Typewriting.	Machine sewing.
Domestic science.	Crocheting.

Except from 6 to 6.30 P.M., the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study and the practice of music.

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 PROBST, MARGARET

PROUT, CORA L.
 PUCK, ALICE
 REID, SARAH
 RICKER, FRANCES K.
 RYAN, MARGARET A.
 SCHLINDWEIN, E. W.
 SCHULTZ, FLORENCE E.
 SCHWANDER, DAISY
 SCHWARTZ, ESTHER
 SCOTT, VIOLET
 SEITZT, FRANCESCA
 SHEA, MARGARET
 STRUTHERS, EFFIE M.
 VANDERMACE, KATIE MAY
 VANDERBILT, AMBER L.
 VOGT, D. LENA
 WEIGAND, ELSIE
 WILLIAMS, LUCY
 WOODS, THERESA



NINTH AVENUE, 33d AND 34th STREETS.

831. *New York Institute for the*
of the blind, NY

1899.

SIXTY-FOURTH

ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK
INSTITUTION FOR THE BLIND

FOR THE

YEAR ENDING SEPTEMBER 30, 1899.



No. 412 NINTH AVENUE,

NEW YORK CITY.

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NEW YORK

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1898/99

SIXTY-FOURTH

ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1899.

Lux Oritur :

“And I will bring the blind by a way they know not ; I will lead them in paths they have not known ; I will make darkness light before them.”—ISAIAH xlii, 16.

NEW YORK :

THE BRADSTREET PRESS, 61 ELM STREET.

1900.

MANAGERS

OF

THE NEW YORK INSTITUTION FOR THE BLIND, IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Ackerly, Samuel, M.D.	1831-1845	Oakley, Charles.	1835
Averill, Herman.	1831-1832	Titus, Peter S.	1836
Bolton, Curtis.	1831-1835	Allen, George F.	{ 1836-1839
Donaldson, James.	1831-1832		{ 1841-1862
Bogert, Henry K.	1831-1832	Trulock, Joseph.	1836-1840
Remsen, Henry.	1831-1832	Mandeville, William.	1836-1837
Stuyvesant, John R.	1831-1840	Chandler, Adoniram.	1836
Price, Thompson.	1831-1840	Cushman, D. Alonzo.	1837-1843
Ketchum, Morris.	1831-1837	Blakeman, Wm. N., M.D. {	1837-1839
Miller, Sylvanus.	1831-1832		{ 1841
Crosby, William B.	1831-1833	Wood, Isaac, M.D.	1837-1859
Lee, Gideon.	1831-1836	Hart, Joseph C.	1837-1840
Ketchum, Hiram.	1831-1838	Holmes, Curtis.	1837-1838
Wood, Samuel.	1831-1836	Roome, Edward.	1837-1845
Jenkins, Thomas W.	1831-1836	Seton, Samuel W.	1837
Thomas, Henry.	1831-1834	Gracie, Robert.	1838-1861
Nevins, Rufus L.	1831-1832	Demilt, Samuel.	1838
Beers, Joseph D.	1831-1832	Hart, James H.	1839
Mott, Samuel F.	1831	Murray, Robert J.	1839-1858
Patterson, Matthew C.	1831-1833	Schermerhorn, Peter Augustus.	1839-1845
Russ, John D., M.D.	1833-1834	Tallmadge, Henry F.	1839-1841
Dwight, Theodore.	1833-1837	Thompson, Martin E.	1839
Brown, Silas.	1833-1859	Moore, Clement C.	1840-1850
Hagg, John P.	1833	Olyphant, D. W. C.	1840
Spring, George.	1833-1835	Averill, Augustine.	1840
Walker, John W.	1833-1839	Beers, Cyrenius.	1841-1853
Miller, Franklin.	1833-1835	Suydam, Lambert.	1841-1842
Steel, Jonathan D.	1833	Holmes, Silas.	1841-1842
Allen, Moses.	1834	Case, Robert L.	1841-1861
Lyon, Stephen.	1834-1836	Crosby, John P.	1841-1859
Dissosway, Gabriel P.	1834-1836	Collins, Stacey B.	1841
Phelps, Anson G.	1834-1855	Schermerhorn, E. H.	1841-1842
Crosby, William H.	1835	Marsh, James.	1842-1852
Hoyt, Charles.	1835-1839	Murray, Hamilton.	1842-1847

Walsh, A. R.	1842-1850	Schermerhorn, Alfred	{ 1862-1865 1867-1868
Wood, John	1842-1850	Irving, John Treat	1863-1866
Jones, Edward	1843-1850	Brown, John Crosby	1862-1864
Whittemore, William T.	1843-1845	Van Rensselaer, Alex	{ 1862-1865 1867-1877
Smith, Floyd	1844-1848	Potter, Clarkson N.	1863-1866
Dean, Nicholas	1844-1848	McLean, James M.	1863-1890
Jones, William P.	1846-1849	Clift, Smith.	1865-1893
Thurston, William R.	1846-1851	Hoffman, Charles B.	1865-1868
Sheldon, Henry.	1846-1854	Emmett, Thos. Addis, M.D.	1865-1866
King, John A.	1848-1854	Whitewright, William	1866-1898
Schell, Augustus.	1849-1883	Schermerhorn, Wm. C.	1866-1899
Day, Mahlon	1849-1854	De Rahm, Charles	1866-1890
Jones, George F.	{ 1850-1859 1865	Hilton, Henry	1866
Adams, John G.	1851-1858	Burrill, John E.	1866-1867
Ogden, Gouverneur M.	1851-1857	Stout, Francis A.	1867-1892
Cobb, James N.	1851-1858	Butterfield, Daniel	1868
Beadle, Edward L.	1851-1862	Hoffman, William B.	1868-1879
Wood, Edward	1852-1861	Gerard, James W.	1869-1873
Ogden, John D., M.D.	1853-1855	Schermerhorn, F. Augs.	1870-1899
Craven, Alfred W.	1854-1861	Marie, Peter.	1870-1899
Olyphant, G. T.	1855-1857	Rhoades, J. Harsen.	1870-1873
Abbatt, William M.	1855-1857	Rhineland, Frederick W.	1874-1899
Noyes, William Curtis.	1855-1859	Sheldon, Frederick.	1874-1899
Dumont, William	1856-1862	Robbins, Chandler	1875-1899
Warren, James	1856-1859	Strong, Charles E.	1875-1887
Caumann, George P., M.D.	1858	Schuyler, Philip.	1878-1898
Rutherford, Lewis M.	1858-1861	Prime, Temple.	1878-1887
Van Rensselaer, Henry.	1858-1860	Kane, John I.	1881-1899
Hone, Robert S.	1859-1891	King, Edward.	1884-1893
Tomes, Francis.	1859-1860	Schell, Edward	1885-1893
Norton, Charles B.	1859-1861	Bronson, Frederick	1888-1899
Church, William H., M.D.	1859-1864	Kingsland, Ambrose C.	1889-1890
Hutchins, Waldo.	1860-1867	Robbins, George A.	1889-1895
Tuckerman, Charles K.	1860-1867	Kissel, Gustav E.	1891-1899
Kennedy, James Lenox	1860-1864	Bowers, John M.	1891-1899
Travers, William R.	1860	Peabody, George L., M.D.	1891-1899
Tompkins, Daniel H.	1860-1874	Marshall, Charles H.	1892-1899
Aspinwall, J. Lloyd	1860-1861	Smith, Gouverneur, M.D.	1893-1898
Suydam, D. Lydig	1861-1884	Davis, Howland	1894-1899
Daly, Charles P.	1861	Duer, William A.	1894-1899
Hosack, Nathaniel P.	1862-1876	Hamilton, William G.	1894-1899
Grafton, Joseph.	1862-1872	Appleton, William W.	1896-1899
Myers, T. Bailey.	1862-1887	Tappen, Frederick D.	1897-1899
Edgar, Newbold.	{ 1862-1864 1868	Armstrong, D. Maitland.	1898-1899
Donnelly, Edward C.	1862-1864	Wheelock, George G.	1898-1899
Lord, James Cooper	1862-1864	Fairchild, Charles S.	1898-1899

MANAGERS

OF

THE NEW YORK INSTITUTION FOR THE BLIND,
IN ALPHABETICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Abbatt, William M.....	1855-1857	Cushman, D. Alonzo	1837-1843
Ackerly, Samuel, M.D.....	1831-1845	Daly, Charles P.....	1861
Adams, John G., M.D.....	1851-1858	Davis, Howland	1894-1899
Allen, Moses	1834	Day, Mahlon	1849-1854
Allen, George F.....	{ 1836-1839	Dean, Nicholas.....	1844-1848
	{ 1841-1862	Demilt, Samuel.....	1838
Appleton, William W.....	1896-1899	De Rahm, Charles	1866-1890
Armstrong, D. Maitland....	1898-1899	Dissosway, Gabriel P.....	1834-1836
Aspinwall, J. Lloyd	1860-1861	Donaldson, James	1831-1832
Averill, Augustine	1840	Donnelly, Edward C.....	1862-1864
Averill, Herman	1831-1832	Duer, William A.....	1894-1899
Beadle, Edward L.....	1851-1862	Dumont, William	1856-1862
Beers, Cyrenius.....	1841-1853	Dwight, Theodore	1833-1837
Beers, Joseph D.....	1831-1832	Edgar, Newbold.....	{ 1862-1864
Blakeman, Wm. N., M.D. {	1837-1839		{ 1868
	{ 1841	Emmett, Thos. Addis, M.D..	1865-1866
Bogert, Henry K.....	1831-1832	Fairchild, Charles S.....	1898-1899
Bolton, Curtis	1831-1835	Gracie, Robert.....	1838-1861
Bowers, John M.....	1891-1899	Grafton, Joseph.....	1862-1872
Brown, John Crosby.....	1862-1864	Gerard, James W.....	1869-1873
Brown, Silas.....	1833-1859	Hagg, John P.....	1833
Bronson, Frederick.....	1888-1899	Hamilton, William G.....	1894-1899
Burrill, John E.....	1866-1867	Hart, James H.....	1839
Butterfield, Daniel	1858	Hart, Joseph C.....	1837-1840
Cammann, George P., M.D..	1858	Hilton, Henry	1866
Case, Robert L.....	1841-1861	Hoffman, Charles B.....	1865-1868
Chandler, Adoniram.....	1836	Hoffman, William B.....	1868-1879
Church, William H., M.D....	1859-1864	Holmes, Curtis	1837-1838
Clift, Smith.....	1865-1893	Holmes, Silas	1841-1842
Cobb, James N.....	1851-1858	Hone, Robert S.....	1859-1891
Collins, Stacey B.....	1841	Hosack, Nathaniel P.....	1862-1876
Craven, Alfred W.....	1854-1861	Hoyt, Charles	1835-1839
Crosby, John P.....	1841-1859	Hutchins, Waldo	1860-1867
Crosby, William B.....	1831-1833	Irving, John Treat	1863-1896
Crosby, William H.....	1835		

- Jenkins, Thomas W. 1831-1836
 Jones, Edward. 1843-1850
 Jones, George F. { 1850-1859
 1865
 Jones, William P. 1846-1849
 Kane, John I. 1881-1899
 Kennedy, James Lenox. 1860-1864
 Ketchum, Hiram. 1831-1838
 Ketchum, Morris. 1831-1837
 King, Edward. 1884-1893
 King, John A. 1848-1854
 Kingsland, Ambrose C. 1889-1890
 Kissel, Gustav E. 1891-1899
 Lee, Gideon. 1831-1836
 Lord, James Cooper. 1862-1864
 Lyons, Stephen. 1834-1836
 Mandeville, William. 1830-1837
 Marié, Peter. 1870-1899
 Marsh, James. 1842-1852
 Marshall, Charles H. 1892-1899
 McLean, James M. 1863-1890
 Miller, Franklin. 1833-1835
 Miller, Sylvanus. 1831-1832
 Moore, Clement C. 1840-1850
 Mott, Samuel F. 1831
 Murray, Hamilton. 1842-1847
 Murray, Robert J. 1839-1858
 Myers, T. Bailey. 1862-1887
 Nevins, Rufus L. 1831-1832
 Norton, Charles B. 1859-1861
 Noyes, William Curtis. 1855-1859
 Oakley, Charles. 1835
 Ogden, Gouverneur M. 1851-1857
 Ogden, John D., M.D. 1853-1855
 Olyphant, D. W. C. 1840
 Olyphant, G. T. 1855-1857
 Patterson, Matthew C. 1831-1833
 Peabody, George L., M.D. 1891-1899
 Phelps, Anson G. 1834-1855
 Potter, Clarkson N. 1863-1866
 Price, Thompson. 1831-1840
 Prime, Temple. 1878-1887
 Remsen, Henry. 1831-1832
 Rhinelander, Frederick W. 1874-1899
 Rhodes, J. Harsen. 1866-1872
 Robbins, Chandler. 1875-1899
 Robbins, George A. 1889-1895
 Roome, Edward. 1837-1845
 Russ, John D., M.D. 1833-1834
 Rutherford, Lewis M. 1858-1861
 Schell, Augustus. 1849-1883
 Schell, Edward. 1885-1893
 Schermerhorn, Alfred. { 1862-1865
 1867-1868
 Schermerhorn, E. H. 1841-1842
 Schermerhorn, F. Augs. 1870-1899
 Schermerhorn, Peter Augs. 1839-1845
 Schermerhorn, William C. 1866-1899
 Schuyler, Philip. 1878-1898
 Seton, Samuel W. 1837
 Sheldon, Frederick. 1874-1899
 Sheldon, Henry. 1846-1854
 Smith, Floyd. 1844-1848
 Smith, Gouverneur M., M.D. 1893-1898
 Spring, George. 1833-1835
 Steel, Jonathan D. 1833
 Stout, Francis A. 1867-1892
 Strong, Charles E. 1875-1887
 Stayvesant, John R. 1831-1840
 Suydam, D. Lydig. 1861-1884
 Suydam, Lambert. 1841-1842
 Tallmadge, Henry F. 1839-1841
 Tappen, Frederick D. 1897-1899
 Thomas, Henry. 1831-1834
 Thompson, Martin E. 1839
 Thurston, William R. 1846-1851
 Titus, Peter S. 1836
 Tones, Francis. 1859-1860
 Tompkins, Daniel H. 1860-1874
 Travers, William R. 1860
 Trulock, Joseph. 1836-1840
 Tuckerman, Charles K. 1860-1867
 Van Rensselaer, Alex. { 1862-1865
 1867-1877
 Van Rensselaer, Henry. 1858-1860
 Walker, John W. 1833-1839
 Walsh, A. R. 1842-1850
 Warren, James. 1856-1859
 Wheelock, George G. 1898-1899
 Whitewright, William. 1866-1898
 Whittemore, William T. 1843-1845
 Wood, Edward. 1852-1861
 Wood, Isaac, M.D. 1837-1859
 Wood, John. 1842-1850
 Wood, Samuel. 1831-1836

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1899
Schell, Augustus.....	1863-1883		

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1899
Beadle, Edward L.....	1861-1862		

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1899
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1836-1859	Schermerhorn, F. Augs.....	1884-1899
	{ 1841-1859		

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1899
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.



Russ, John D., M.D.	1832-1834	Boggs, William	1843-1845
Office unfilled	{ 1835 and	Chamberlain, James F.	1846-1852
	{ part of 1836	Cooper, T. Golden	1853-1860
Jones, Silas	1836-1840	Rankin, Robert G.	1861-1863
Vroom, Peter D., M.D.	1841-1842	Wait, William B.	1863-1899

BOARD OF MANAGERS.

1899.

	<i>Terms of continuous service.</i>
WILLIAM C. SCHERMERHORN,	Since 1866
FREDERICK AUGUSTUS SCHERMERHORN, “	1870
PETER MARIÉ, “	1870
FREDERICK W. RHINELANDER, “	1874
FREDERICK SHELDON, “	1874
CHANDLER ROBBINS, “	1875
JOHN I. KANE, “	1881
FREDERICK BRONSON, “	1886
GUSTAV E. KISSEL, “	1891
JOHN M. BOWERS, “	1891
GEORGE L. PEABODY, M.D., “	1891
CHARLES H. MARSHALL, “	1892
HOWLAND DAVIS, “	1894
WILLIAM A. DUER, “	1894
WILLIAM G. HAMILTON, “	1894
WILLIAM W. APPLETON, “	1896
FREDERICK D. TAPPEN, “	1897
D. MAITLAND ARMSTRONG, “	1898
GEORGE G. WHEELOCK, M.D., “	1898
CHARLES S. FAIRCHILD, “	1899

OFFICERS OF THE BOARD.

WILLIAM C. SCHERMERHORN,	<i>President.</i>
PETER MARIÉ,	<i>Vice-President.</i>
F. AUGS. SCHERMERHORN,	<i>Recording Secretary.</i>
FREDERICK SHELTON,	<i>Corresponding Secretary.</i>
HOWLAND DAVIS,	<i>Treasurer.</i>

STANDING COMMITTEES.

Committee on Finance.

FREDERICK D. TAPPEN,	JOHN M. BOWERS,
CHARLES S. FAIRCHILD.	

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELTON,	JOHN I. KANE,
CHARLES H. MARSHALL,	WILLIAM A. DUER,
GEORGE G. WHELOCK, M.D.	

Committee on Instruction and Music.

CHANDLER ROBBINS,	WILLIAM W. APPLETON,
GEORGE L. PEABODY, M.D.,	D. MAITLAND ARMSTRONG.

Committee on Manual Training.

FREDERICK W. RHINELANDER,	FREDERICK BRONSON,
WILLIAM G. HAMILTON,	GUSTAV E. KISSEL.

The President shall be *ex officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex officio* members of the Committee on Finance. (By-Laws.)

OFFICERS OF THE INSTITUTION.

WILLIAM B. WAIT, *Superintendent.*

DWIGHT L. HUBBARD, M.D., . . *Attending Physician.*

Teachers in the Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
WALTER S. BENNETT,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	IDA R. PALEN,
GEORGIA T. SCHOONMAKER,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	GRACE L. MERRITT.

Teachers in the Musical Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
CLARA STODDARD.	

Teacher in the Kindergarten Department.

NAOMI BOOMHOUR.

Teacher in the Tuning Department.

HENRY COFFRE.

Teachers of Manual Training—For Boys.

RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK.
------------------	--------------------

Manual Training and Home Science—For Girls.

ANNIE A. HAMLIN,	MARY B. SCHOONMAKER,
HARRIETTE C. MONTAGUE.	

House Department.

WM. H. HARRISON, <i>Steward.</i>	LOANNA A. HASKELL, <i>Matron.</i>
L. ADELLE ROGERS, <i>Assistant Matron.</i>	

Stenographer and Librarian.

ZOE KNAPP.

Reception Room.

ALICE HATCHMAN,

HANNAH M. RODNEY.

Upholstress.

ANNA J. SHERIDAN.

SIXTY-FOURTH ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York :

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1899.

The whole number of pupils during the past year was 198.

The report of the Superintendent, which is annexed, gives many details in regard to the work of the several departments of the school, and of the progress made in improving the methods and in increasing the facilities for the education of blind children.

The general health of the pupils has been good.

The following is a statement of the moneys received and expended :

RECEIPTS.	
Cash on hand September 30, 1898.....	\$9,189.43
Appropriations, compensation for State pupils.....	37,212.52
Interest	12,998.20
Legacies and donations.....	5,100.00
Bond and mortgage paid.....	\$25,000.00
Stocks (received by legacy).....	111.00
	25,111.00
All other sources.....	17,382.01
	\$106,993.16
EXPENDITURES.	
Provisions and supplies	\$12,257.40
Clothing, dry goods, etc.....	2,518.31
Salaries and wages.....	27,473.97
Legal expenses.....	73.60
Gas	1,190.84
Repairs and alterations.....	4,486.59
Drugs and medicines.....	54.85
Fuel	2,103.30
Instruction and music.....	3,786.45
Furniture and fixtures.....	5,934.69
Insurance	850.00
Paid into investment fund.....	30,211.00
All other expenses	7,630.32
	\$98,571.32
Cash on hand September 30, 1899.....	8,421.84
	\$106,993.16

For details of these receipts and disbursements, reference is respectfully made to the report of the Treasurer, which is appended.

The following is a list of legacies and donations which have been received by this Institution from time to time, since its organization in 1831, up to September 30, 1899:

Miles R. Burke.....	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland	300.00	Madame Jumel	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers	34.66
Elizabeth Bayley.....	100.00	Thomas Garner.....	1,410.00
John Jacob Astor	5,000.00	Chauncey and Henry Rose..	5,000.00
William Bean.....	500.00	Elizabeth Magee.....	534.00
Peter G. Stuyvesant.....	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh.....	5,000.00	Rebecca Elling	100.00
Elizabeth Demilt.....	5,600.00	G. Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein.....	250.00
C. D. Betts.....	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah Wooley.	5,984.83
Sarah Bunce.....	500.00	Benjamin Nathan.....	1,000.00
Elizabeth Idley	196.00	Thomas M. Taylor.....	6,151.94
Samuel S. Howland.....	1,000.00	James Peter Van Horn	20,000.00
William Howe.....	2,985.14	Caleb Swan	500.00
Margaret Fritz.....	100.00	Mrs. Adeline E. Schermerhorn	10,000.00
James McBride.....	500.00	Henry H. Munsel.....	3,396.32
Charles E. Cornell.....	521.96	Thomas Chardevoyne.....	5,000.00
Charles E. Deming	50.00	William Dennistoun.....	11,892.77
Mrs. Dewitt Clinton.....	200.00	William B. Astor	5,000.00
W. Brown.....	465.00	Benjamin F. Wheelright....	1,000.00
Elizabeth Gelston.....	1,000.00	George T. Hewlett, executor	500.00
Robert J. Murray.....	500.00	Ephraim Holbrook.....	39,458.16
Seth Grosvenor.....	10,000.00	Mrs. Emma B. Corning.....	5,000.00
Elijah Withington.....	100.00	Eliza Mott.....	1,475.54
Benjamin F. Butler.....	812.49	Henry E. Robinson.....	6,000.00
Frissel Fund.....	2,000.00	Caroline Goff.....	4,161.59
Simeon V. Sickles.....	6,561.87	Simeon Abrahams.....	5,052.70
Anson G. Phelps.....	5,675.68	Catherine P. Johnston.....	530.00
Thomas Reilly.....	2,254.84	Maria M. Hobby.....	2,509.82
Elizabeth Van Tuyl	100.00	Daniel Marley.....	1,749.30
Thomas Eggleston.....	2,000.00	J. L., of Liverpool, England	25.00
Sarah A. Riley.....	100.00	Emma Strecker.....	12,221.66
William E. Saunders.....	725.84	Eli Robbins.....	5,000.00
Thomas Eddy.....	1,027.50	Margaret Burr.....	11,011.11
Robert C. Goodhue.....	1,000.00	Mary Burr.....	10,611.11
Jonathan C. Bartlett.....	190.00	Cash	25.00
Stephen V. Albro.....	428.57	Julia Ann Delaplaine.....	38,842.25
George Dockstader.....	325.00	Mary Brandish.....	89.40

Mr. Roosevelt.....	\$10.00	Thomas W. Strong.....	\$1,893.00
Samuel Willetts.....	5,045.00	Maria Moffett, cash	8,891.21
Augustus Schell.....	5,000.00	Maria Moffett, railroad stock,	
James Kelly.....	5,000.00	par value \$4,800, net pro-	
William B. Bolles and Leo-		ceeds	3,542.00
nora S. Bolles.....	2,949.11	Maria Moffett, other stocks,	
Edward B. Underhill.....	500.00	par value.....	2,800.00
Cash (no name).....	55 00	John Vanderbilt.....	25.00
Harriet Gross.....	1,000.00	William Clymer.....	2,000.00
Mary Hopeton Drake	2,340.00	Julia L. Peyton.....	1,000.00
Mary Rogers.....	1,000.00	Amos R. Eno.....	5,000.00
Polly Dean.....	500.00	Clarissa L. Crane.....	1,000.00
John Delaplaine	302.99	Leopold Boscowitz.....	1,000.00
Abby A. Coates Winsor	1,000.00	Emmeline S. Nichols.....	5,000.00
Harriet Flint.....	1,776.74	Margaret Salisbury	100.00
Morris G. Robbins.....	10,000.00		

Of the funds thus received there are invested in United States bonds, sixty-eight thousand dollars (\$68,000), at par value; in New York City stock, nineteen thousand dollars (\$19,000), at par value, and in bonds secured by mortgage on real estate in this city, one hundred twelve thousand dollars (\$112,000). There is also deposited in the Union Trust Company a portion of said fund amounting to eighty-four thousand two hundred fifty-one dollars (\$84,251).

The balance of the fund has been applied in such ways as the Managers thought would carry out the educational purpose for which the Institution was established, and promote the welfare of the pupils.

The Managers would again call your attention to the fact that the attendance of pupils has steadily diminished during the past few years, doubtless owing, in part at least, to the sanitary measures which, during recent years, have been very generally adopted for the prevention of blindness among children living in this metropolitan neighborhood.

Inasmuch as the compensation which this Institution receives through its contract relations with the State is on a per capita basis, it is obvious that the effect of a reduction in the number of pupils is to reduce the amount received and to increase the per capita cost.

Although it is manifestly no more than right that the Institution should be compensated in full for the service rendered in educating the State pupils, the amount received from the State has been inadequate, resulting during the last fiscal year in a deficiency of six thousand one hundred thirty-seven dollars, six cents (\$6,137.06).

The deficiency for the past ten years amounts to fifty-five thousand seven hundred eighty dollars, twenty cents (\$55,780.20), while the aggregate of annual deficiencies from 1862 to 1898 amounts in round numbers to the sum of one hundred thirty-two thousand dollars (\$132,000).

These deficiencies have been supplemented by the Institution from year to year, but the Managers feel that adequate appropriations have now become a necessity in order that the income of the Institution derived from its investments may be devoted to other purposes, among which may be mentioned the removal of the Institution to new buildings upon another site, the necessary outlay for improving which, the cost of new buildings and of removal thereto, will make large demands upon the resources of the Institution.

The Managers, therefore, again feel compelled to ask that an appropriation of six thousand one hundred thirty-eight dollars, forty cents (\$6,138.40) be made to cover the deficiency in the amount received by the Institution from the State for services rendered during the last fiscal year, and also that an appropriation of \$290 per capita be made for the coming year.

The Managers congratulate themselves on the excellent condition of the Institution, which is owing in great measure to the prevision and watchfulness of the Superintendent, Mr. William B. Wait, and the efforts of the faithful and efficient corps of teachers and officers working under him.

THE NEW YORK INSTITUTION FOR THE BLIND,
 (Signed) WM. C. SCHERMERHORN, *President*.
 F. AUGS. SCHERMERHORN, *Secretary*.

City and County of New York, ss. :

WILLIAM C. SCHERMERHORN, of said city, being duly sworn, saith: That he is President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

WM. C. SCHERMERHORN.

Sworn to before me this 14th day }
of December, 1899, }

AUGUSTUS H. CARPENTER,

Notary Public, New York County.

Report of the Treasurer.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1899.

Dr.

To cash balance September 30, 1898 \$9,189.43

Received from:

Legacies	\$100.00
Donations	5,000.00
State of New York	37,212.52
State of New Jersey	6,375.03
Rents	400.00
Music and instruction	1,904.47
Clothing, dry goods, etc.	148.53
Supplies	79.63
New York County	5,684.12
Richmond County	94.05
Westchester County	40.09
Putnam County	40.09
Rockland County	80.18
Industrial Department	1,767.32
Interest	12,998.20
Furniture and fixtures	68.50
Bonds and mortgage paid off.	25,000.00
Proceeds from bonds received by legacy ..	111.00
Steward's fund	700.00
	<hr/>
	97,803.73

\$106,993.16

By cash paid for:

Cr.

Supplies	\$12,257.40
Salaries and wages	27,473.97
Clothing, dry goods, etc.	2,518.31
Furniture and fixtures	5,934.69
Repairs and alterations	4,486.59
Traveling expenses	69.98
Legal expenses	73.60
Gas	1,190.84
Investments deposited	30,211.00
Mount Hope property	4,836.94
Music and instruction	3,786.45
Insurance	850.00
Industrial Department	678.11
Petty accounts	1,345.29
Drugs and medicines	54.85
Fuel	2,103.30
Steward's fund	700.00
	<hr/>
	98,571.32
Balance	8,421.84

\$106,993.16

(Signed)

New York, December 6, 1899.

HOWLAND DAVIS, *Treasurer.*

The foregoing statement of Howland Davis, Treasurer, was examined by us and found to be correct.

(Signed)

F. D. TAPPEN,
WM. C. SCHERMERJORN,
PETER MARIE,

} *Finance Committee.*

Report of the Superintendent.

To the Board of Managers :

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1899:

Number of pupils September 30, 1898.....	169
Admitted during the year.....	29
<hr/>	
Whole number instructed.....	198
Reductions	29
<hr/>	
Number remaining.....	169

With this comparatively small number of pupils, we maintain an organization embracing Kindergarten, Primary and Secondary education on the Literary side; Primary, Secondary and Collegiate education in the Music department, and a number of miscellaneous subjects, including Piano Tuning, Domestic Science, Hand and Machine Sewing, Knitting, Crocheting and other subjects kindred to Manual Training. It is obvious, therefore, that the organization of our school is very complex—so much so, indeed, that a parallel can hardly be found.

While the aim in the education of blind children ought always to be the same as in the education of other persons, the subjects chosen, the appliances used and the methods employed are necessarily determined by the conditions found to exist in blind children, to meet which special provision must be made.

Supposing suitable and ample facilities to have been provided in accordance with the suggestion just made, it follows that the educational results obtained in a school for blind children must be measured and their relative value determined by the same standards that are applied to the results obtained in schools for

children who can see. Such comparisons of value, however, have heretofore never been made; in part, because of the difficulty of obtaining a just and practicable standard, but chiefly because of the lack of uniform means and methods for making the tests.

In our own state, however, these obstacles have been overcome through the examinations of the Regents of the University of the State of New York, of which this Institution has the advantage and honor of being a member, under the provisions of the University Law. These examinations have been planned to meet the educational conditions and requirements of the school system of the state at large. The conditions in a school of this kind, however, differ very materially from those prevailing in other schools, and hence the demands of the general system of examinations are obviously more rigorous when applied to blind students than to those who can see.

In all examinations by the Regents there is a time limit within which the answers in each subject must be completed, and this, as well as all other regulations prescribed for the conduct of the examinations, is enforced in all schools in which these examinations are held, and no relaxation of those rules has been made in our case.

The hope, which accompanied the purpose formed nine years ago, to adopt the Regents' examinations was justified by my knowledge of the excellent work of our teachers and by the meritorious attainments of our pupils, who are animated by a desire to be judged according to the standards applied in ordinary schools, and who aspire to enter the examinations upon the same terms as students who can see. The hope of success was naturally accompanied by deep solicitude, referable to the attendant difficulties which appeared to be almost insurmountable. We made the venture, however, and it has been eminently successful. During the last year Regents' examinations were held in January, March and June, and in the latter month,

twenty-seven typewriting machines were in use by the pupils of this Institution for the five days during which the examinations continued. Fifty-seven different pupils participated; 103 answer papers in fourteen subjects were forwarded, and all were accepted except one.

During the year several pupils have also successfully taken the rigid examinations of The American College of Musicians in Notation, Terminology, Harmony, Counterpoint, Music History, Music Form, Esthetics, Acoustics, Piano Theoretic, Organ Theoretic and Piano Demonstrative and Organ Demonstrative.

This proving work has now covered a period of nine years, and the results having been quite constant in character and considerable in amount, they not only constitute a valuable guide in practice, but also furnish the data for a study in comparative education from which some interesting deductions may be drawn.

Before presenting these results in comparison with those obtained in schools for students who can see, it should be noted that there are two classes of factors which affect the results of all school work, viz., those of a general or indirect character, and those of a specific or direct character. The general or indirect factors are those over which principals and teachers have little or no control. Among these are home influence and opportunities, regularity of attendance, sufficient room, a number of teachers adequate to maintain proper grading, overcrowding of grades, mixing of children whose sight or hearing is not perfect, but who cannot be classed as being blind or deaf, with children whose faculties are perfect, insufficient facilities, etc. The special or direct factors are those that belong to the individuality of principals and teachers, such as capacity for organization and administration, aptness for teaching, the power and desire to understand pupils individually, ability to interest pupils and stimulate to effort, good judgment in the choice and use of methods, etc.

While the results of school work are doubtless much affected by these general features, yet their operation is widely and evenly extended, and affect all schools about equally, so that a Primary School or a High School in one place will neither gain nor lose thereby more than a similar school in another locality.

These examinations may, therefore, be taken as a measure of the efficiency of school work as determined by the special factors heretofore referred to.

The following table is a statement of the number of Regents' examinations held at The New York Institution for the Blind from 1891 to 1899, inclusive, with the per cent. of papers claimed to number examined, of papers allowed to number examined and of papers allowed to number claimed:

TABLE 1.

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1891.....	13	9	9	69	69	100
1892.....	97	83	83	86	85	100
1893.....	176	153	153	87	87	100
1894.....	201	157	153	78	76	97
1895.....	173	115	113	66	65	98
1896.....	194	149	149	77	77	100
1897.....	210	120	118	57	56	98
1898.....	204	149	149	73	73	100
1899.....	181	103	102	57	56	99
	<hr/> 1,449	<hr/> 1,038	<hr/> 1,029			
Average per cent. for nine years.....				72.22	71.67	99.11

From this table it appears: First, that of 1,449 answer papers written, 1,038, or 72.22 per cent., were claimed as being up to or above the prescribed standard of excellence; Second, that of the 1,449 *examined*, 1,029, or 71.67 per cent., were allowed; Third, that of the 1,038 papers *claimed*, 1,029, or 99.11 per cent., were allowed.

Bearing in mind that the question papers are in every case

prepared by the Examination Department of The University of the State of New York, and that the ratings or values of all answer papers are fixed by unbiased examiners in that department, this statement becomes both interesting and instructive.

Still, the real value and significance of these results can only be determined by comparison with results similarly obtained in other schools. Comparisons of the work of special schools among themselves are important, but the most interesting and instructive results are obtained when the work of the special schools is compared with the broader standards by which educational work in general is tested.

Such a comparison is presented in Table 2, which is a comparative statement of the number of papers written, number claimed and number allowed, with percentages, as the result of Regents' examinations in The New York Institution for the Blind, and in the High Schools and Academies of the State from 1892 to 1898, inclusive.

TABLE 2.

The figures for the State are in *Italics*.

PAPERS WRITTEN.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Institution	97	176	201	173	194	210	204
State.....	278,997	302,471	337,908	388,915	396,760	421,588	440,837

PAPERS CLAIMED.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Institution	83	153	157	115	149	120	149
State	176,516	185,677	238,319	250,932	256,599	263,053	303,361

PAPERS ALLOWED.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Institution	83	153	153	113	149	118	149
State	155,869	165,676	211,533	231,231	224,403	230,671	271,900

	1892.	1893.	1894.	1895.	1896.	1897.	Average.
Per cent. claimed of No. written...	86	87	61	67	64	57	64
Per cent. allowed of No. written...	86	87	55	65	59	56	75
Per cent. allowed of No. claimed...	100	89	89	98	87	98	90

The average results by percentage for the whole period may be summarized as follows :

	Institution.	State.
Per cent. of papers claimed to number written.....	75	65
Per cent. of papers allowed to number written.....	74	58
Per cent. of papers allowed to number claimed.....	99	89

Up to this point the comparison is fruitful with encouragement to us, not unmixed, however, with surprise, for one in his most hopeful mood could hardly have expected a result so favorable as this. But were the inquiry to end with a comparison of aggregate results only, the most significant points would remain undisclosed.

Accordingly, there is presented in Table 3, a summarized statement by subjects and percentages, of the results of Regents' examinations from 1895 to 1898, inclusive, the figures for this School in Roman type, those for the State in *Italics*.

In order to avoid a confusing array of numbers, this table gives the results in percentages, as found by a careful comparison with the statistics published in the report of James Russell Parsons, Jr., Director of the Examination Department of the University of the State of New York, for the year 1899:

TABLE 3.

	<i>Per cent.</i> claimed of		<i>Per cent.</i> allowed of		<i>Per cent.</i> allowed of	
	<i>No. examined.</i>		<i>No. examined.</i>		<i>No. claimed.</i>	
	<i>Inst.</i>	<i>State.</i>	<i>Inst.</i>	<i>State.</i>	<i>Inst.</i>	<i>State.</i>
Reading	95	96	95	96	100	100
Writing	97	90	97	90	100	100
Spelling	72	61	71	59	99	96
Elementary English	54	57	54	51	100	89
Geography	74	58	74	53	100	91
Arithmetic	69	55	69	52	100	96
Advanced Arithmetic	52	46	52	34	100	70
Advanced English	34	51	33	38	97	73
English Composition	92	74	92	60	100	81
Rhetoric	93	70	84	58	92	82
American Literature	86	84	86	74	100	82
Physics	64	58	64	40	100	67
Physiology and Hygiene	64	61	64	53	100	86
United States History	74	63	74	53	100	85
New York State History	39	72	35	58	89	81
Roman History	100	85	100	72	100	85
English History	83	73	83	58	100	80
Physical Geography	87	72	87	63	100	88
Geology	70	70	69	68	100	83
Algebra	100	72	100	70	100	98

These results seem to demonstrate that some of the opinions which have been long and widely entertained in regard to the ability of blind pupils are illusory. An assumption that the acquisition of any subject can be made only or even chiefly by visual means and methods, which cannot be adequately replaced or substituted by other means or methods, presupposes a lower average of results for blind students than are attained in the same subject by those who can see, and when such a belief is held by either teacher or pupil minimum results must be expected.

Spelling presents one of these disparaged subjects, and the reason becomes plain when it is remembered that the slate and pencil, paper and pen, blackboard and chalk, colors, pictures and all the other varied resources of vision are useless in teaching the blind. And yet, for the four years 1895-1898, the comparative results in this subject were as follows:

	<i>Institution.</i>	<i>State.</i>
Per cent. claimed of number examined.....	72	61
Per cent. allowed of number examined.....	71	59
Per cent. allowed of number claimed.....	99	96

As this Institution was chartered for the primary and distinct purpose of educating blind children, questions of this kind are precisely those which arise in the progress of our educational work, and therefore deserve most careful consideration, in order that the relation and value of conditions, causes and results may be rightly understood.

Let us, then, as briefly as possible, consider this apparent anomaly in Spelling work, with a view to an explanation of it. First, regarding comparative conditions, it will be admitted that the difficulties which confront our teachers and the disadvantages under which our pupils labor, both in the work of the class room and in the examinations, are much greater than those with which other children and their teachers have to contend.

It may be doubted if any person, whether layman or teacher, could anywhere be found who could expect a class of blind pupils to sustain themselves in Spelling as against a class of

five-sensed pupils. Second, in respect to the effect of the indirect factors of education heretofore alluded to—home opportunities, grading, etc.—we are clearly at disadvantage. At home a blind child is quite isolated in respect to school matters, because he is rarely in the same grade or pursuing the same topic as his seeing brothers and sisters; and, even if he were, their facilities and methods differ so widely from his own that they can be of no real service to him. It may also be pointed out that the membership of our own school as now constituted is cosmopolitan, several different nationalities being represented. Parents are often able to speak English only imperfectly, and sometimes not at all, and this is frequently the case with the children on entering the school.

The grades in our school are necessarily mixed, partly because the number of pupils is small and covers the entire range of school age, and partly owing to the great diversity of subjects which must be carried on at the same time.

As to the influence of the number of pupils in a class, it is doubtless true that the classes in the general schools are larger than the classes in this school; but it must be noted that a class of blind pupils cannot properly number more than about one-third of the number composing a class of seeing pupils.

Of the special individual factors, it is to be remarked that our teachers are drawn from the same sources from which other schools are supplied, having been specially prepared for work in the general schools, but having no preparation for the *special work and methods* required in teaching blind children. In this respect we are at disadvantage.

Neither are we in any way favored by any unusual fitness or aptitude of pupils; for, no matter what may be the attainments of the blind, whether individually or collectively, it is absurd to attempt from the loss of a faculty to figure out a consequent gain.

Again, these results have not been obtained by a selection of

the fittest pupils, or by any special or unusual preparation. This will appear from the fact that our spelling classes have been formed in the usual way, have been instructed by different teachers, and that twelve different classes have participated in the examinations during the four years under notice.

It is clear, then, that the considerations thus far cited do not afford the desired explanation, inasmuch as they show that our teachers and pupils encounter greater difficulties and possess less advantages than other teachers and pupils, and a solution must therefore be looked for in some other direction.

In the acquisition of language, four kinds of memory are employed :

First, the aural, or hearing memory.

Second, the lingual, or speaking memory.

Third, the visual, or sight memory.

Fourth, the chirographic, or writing memory.

At the very beginning of life the impressions of sound, and especially of spoken sound, are made upon the ear and through it upon the mind of the child. For many months before any evidence of the development of lingual or speaking memory is given, the ear is the chief avenue to the mind, and aural memory its principal storehouse of knowledge. Later the faculty of speech is unfolded in association with the memory of the way in which words are spoken. For a considerable time these are the only language faculties in operation ; after which comes the letter-block and picture-book period, and the development of the visual memory.

These three memories then work together until the period of writing is reached, in which the chirographic memory is developed.

Let it now be observed that sound is the earliest intelligible expression of outward things, that sound is the earliest and for a long time the only means of expression, and that aural mem-

ory is the faculty which earliest renders service in making the world intelligible to the child, and the child intelligible to those about him.

As soon, however, as the eye begins to assert its power the stage of mute or unvoiced reading begins, and from that time forward the definite study of words in association with their sounds, and of letters distinguished as lingual, labial and guttural, vowel and consonant, long and short, hard and soft, vocal and silent, monophthong, diphthong and triphthong is almost wholly neglected, while in its place is substituted an immense amount of slow and tedious practice in reproducing words in graphic form as the main reliance for all further advance in Language.

It should now be particularly noted that sounds are the real things, and that printed or written words are only the signs for them, so that sight, visual memory, and chirographic memory stand in relation only to signs or symbols, and have no relation whatever with the real things, the sounds, which are, in fact, created and perpetuated by the lingual and aural faculties.

A blind child, both before and after his period of school life begins, relies upon aural and lingual practice and memory; the real thing being heard, uttered and remembered, whether it be a word, a syllable or a letter. To him visual memory is wholly wanting, and chirographic memory has no significance in the sense here used.

Writing in embossed form is largely practiced, the words being pronounced and spelled by syllables, first by the teacher and then by the class, after which they are written and then read. The class exercises include all the essentials of word study. The first knowledge is gained by the oral method, and is then reproduced in the written form.

From these circumstances it appears that speech and hearing are the primary and principal factors in the acquisition of this branch of Language, while sight and its attendant methods are

secondary and auxiliary. It may be questioned whether the latter are not generally brought into requisition as a principal means for learning word structure in detail at too early a stage, thereby diminishing the use and consequently the effectiveness of the former at a period when they form the principal channel of instruction and the chief means of expression.

From what has been said, it appears that the results obtained here may be in large part at least attributed to the fact that in this branch of study, conditions have restricted us principally to the use of primary and natural means; the voice and the ear, with aural and lingual memory.

The results are not determined by seeing or not seeing, but by hearing and speaking, not by visual but by oral methods; and, as the latter are fully available for pupils who can see, the discussion suggests the question whether a more general and constant adherence to oral methods as the basis of Spelling would not be attended by better results than are now obtained.

A comparison of the work in English subjects, taken as a group, affords an interesting contrast. For Reading, Spelling, Writing, Elementary English, Advanced English, English Composition, Rhetoric and American Literature the per cent. of papers allowed to number examined was:

For the Institution	76.5 per cent.
For the State	65.75 per cent.

The other subjects offer an inviting field for study, but only one, that relating to Number, will be considered here. The results in Arithmetic were as follows:

PER CENT. ALLOWED TO NUMBER EXAMINED.		
	<i>Institution.</i>	<i>State.</i>
Elementary Arithmetic.....	69	52
Advanced Arithmetic.....	<u>52</u>	<u>34</u>
Average per cent.....	60.5	43

The study material presented in this subject, the faculties

engaged and the methods employed are obviously very different from these features as exhibited in Spelling, or indeed in any phase of language study.

Comparing the relative equipment of the two classes of students, it appears that both classes employ hearing and speech on equal terms, but that in other respects they differ widely in practice. The seeing student uses the blackboard or slate, while the blind student is confined to a cellated frame with movable type, the manipulation of which is very slow and tedious as compared with the rapidity with which the former is used in graphic number work. The most striking difference, however, lies in the fact that one class of students, having the sense of touch and of the muscle sense, do their work in the light, with the full use of the eye, which is the most important of all the sense organs, while the blind student works in darkness, the gates of visual perception being barred.

From this showing the case appears to be about hopeless for us, but, happily, there are some factors in our work to be noted which may not only explain the results obtained here, but which may be of tentative value, at least in connection with the general subject of education.

First, the pure didactic or expository method, in which the teacher's work has the highest possible maximum of efficiency, is doubtless much more fully practiced here than in the general schools.

Second, owing to a number of causes, the use of text-books is much more restricted in schools for the blind than elsewhere, and when they are used the tendency to let students stand or fall on the merits of an unintelligent, and it may be an unaided, effort with a text-book is avoided. It is vastly better to show pupils the right way in advance, and help them keep it, than it is to allow them to get wrong impressions and think and practice errors which, with a little timely instruction, they would have avoided.

Third, the preservation of a just relation between the perceptive and reflective faculties is a matter of prime importance. A small amount of perceptive material will suffice for a large amount of elaboration; and hence the mind, when in study, ought not to be crowded with sense impressions that cannot be assimilated. The eye is the great highway of perception, and through it there often crowds a throng of idle and profitless percepts, which only serve to diminish the power of concentration, imagination and reflection. To the blind this highway is closed. The percepts entering by the other routes of sense are much less in number and variety. They often enter in single file, especially those of magnitude, which enter through the tactile sense and the muscle or magnitude sense and are carried with more certainty and intensity through the processes of elaboration and assimilation.

Summarizing these three points, it appears that our results are due to the predominance of the pure didactic expository method; that too much reliance is not placed on text-books and textual methods and that the reflective faculties are given wider and freer scope, while the percepts are less active, thus making the operations in the highest degree mental, not only in the stage called Mental Arithmetic, but throughout the entire course.

These questions possess a significance worthy of the studious consideration of teachers, whether of seeing or blind pupils, and of the writers of text-books.

The other subjects presented in Table 3 deserve attention, but the want of time prevents their consideration.

It is well known that Music has ever been highly esteemed in all schools for the blind for its special adaptive and educative value, and the foregoing statement suggests a question as to the quality of the work done in this department of our school.

In one respect, that of the number and magnitude of the difficulties which must be met and overcome, the various sub-

divisions of this subject resemble those of the Literary department; but in respect to subject-matter, the faculties exercised and the methods and appliances employed they present the widest contrast.

Obviously, this is an important and inviting subject, which I hope to fully consider at another time. It is due, however, to the Institution, and to the teachers and students in this department, to state that, judged by the highest standards adopted for those who can see, applied in examinations of a most serious character in all the subjects related to Music, the results show a high degree of excellence and a very large percentage of success.

Setting aside all other considerations and achievements, the facts herein cited demonstrate the true character of this Institution, and clearly prove its right and substantiate its claim to a recognized place in the front rank of the institutions of learning in this State.

The Kleidograph and Stereograph, which were brought out at this Institution in 1894, have proved their value in our work in many ways. They have excited much interest, and are destined to exert a stimulating and uplifting influence in this department of education, and promote a larger and wider diffusion of embossed literature.

The new Kleidographs, recently constructed, are built on the original lines, but have been much improved. They have an additional pair of keys for making large or capital points, the rubber buttons have been replaced by permanent metal ones, four-sided stylets have taken the place of the round ones, thus giving much larger bearings between the keys and the stylets; the rubber paper rolls have been replaced with solid metal rolls having friction collars, thus securing much greater durability. Great care has been given to every part, both as to materials and workmanship. To prevent rusting the parts have been nickel plated.

As there are many inquiries in regard to these machines, there is appended hereto a cut and detailed description of each, together with some testimonials of their efficiency and value from experienced persons.

During the year the health of the school has been exceptionally good, and there has been no case of contagious disease and no serious or long-continued cases of illness. Great care is taken to keep the premises in good sanitary condition and to prevent the introduction of sickness.

The pupils in general merit commendation for exemplary conduct and studious interest in their work.

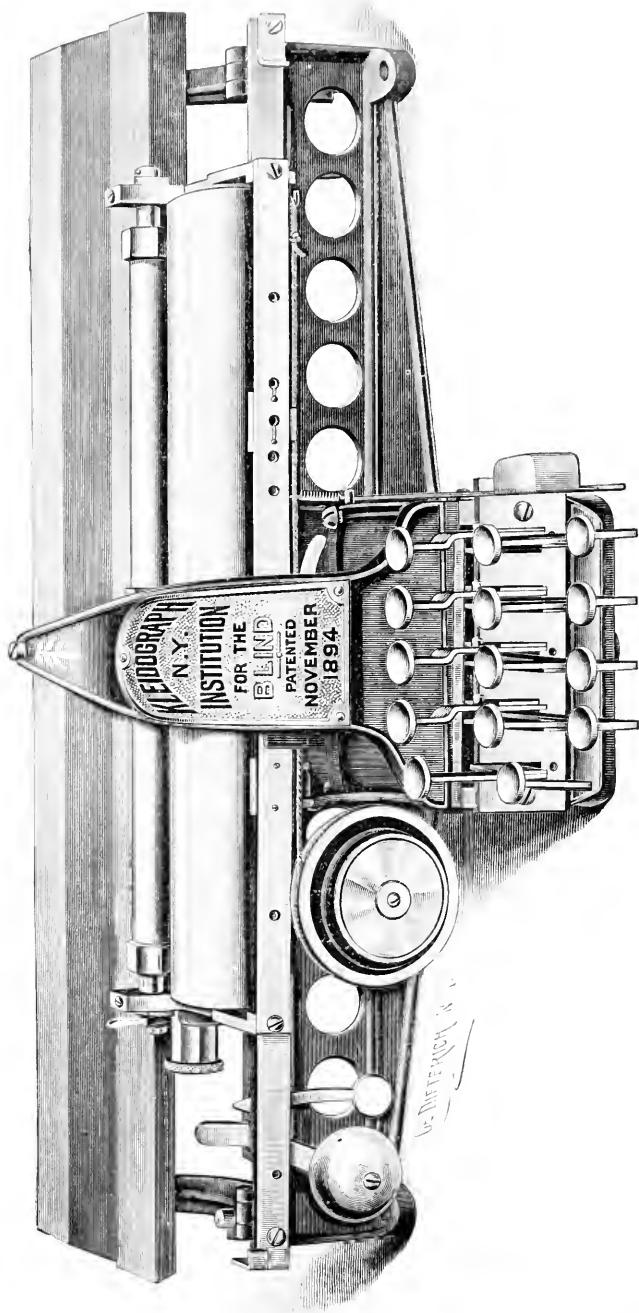
In closing, it affords me pleasure to express my grateful acknowledgement to the Board of Managers for the sympathy and support which have been so cordially extended to me at all times, and especially during the past year, which has been unusually trying and laborious.

To my faithful and devoted co-workers, the teachers and officers, I tender the assurance of warm appreciation for efficient performance of their arduous duties, and for their intelligent and zealous efforts in sustaining the educational character of this Institution and the best interests of the blind children of the State.

Respectfully submitted,

WILLIAM B. WAIT,

Superintendent.



THE KLEIDOGRAPH.

The Kleidograph has been designed for the purpose of writing Literature, Music and Mathematics in embossed form, according to the New York Point system.

THE MANUAL.

The manual consists of twelve keys, arranged in three tiers, stepwise, one above the other, the spacer key at the right of the box and two capital keys at the left of the box. The eight keys of the two upper rows correspond with the fourth base form of the New York code, viz., $\bullet\bullet\bullet\bullet$, and are known by numbers, in the same manner as the points in the foregoing sign: Those in the upper row as 1 3 5 7 and those in the row next below as 2 4 6 8. These numbered keys make smaller points than those made by the left-hand keys, which make large points and are called capital keys. At the back end of the key levers are the embossing stylets, each of which corresponds with the key having the same number. Thus, key one actuates stylet one and produces point one. Each key of the lowest row operates the pair lying directly above it. These lowest keys are called first, second, third and fourth compound keys. The efficacy of this mechanism will appear when it is seen that eight points are made by a single movement of four fingers of one hand.

THE CARRIAGE.

The paper carriage consists of a light frame, carrying a slotted cylinder of light metal, and a pair of metal rolls with friction collars, provided at the left-hand end with a lever for opening and closing them, and with a fixture by which the rolls may be turned.

To insert the paper, open the rolls by means of the lever at the left hand, and pass the paper between them and through the slot until it rests against the inside of the cylinder. Then gently turn the cylinder with the slot looking up, and square the top edge of the sheet with the headline groove of the board, after which close the rolls by means of the lever.

The front of the paper carriage has a face rail, perforated with holes. By placing a suitable pin in any desired hole the run of the carriage can be adjusted to vary the length of the lines or to suit different sizes of paper.

The movement of the paper rolls and the backward run of the carriage for beginning a new line are both effected by the left hand. For this there are two important reasons. First, it is desirable that the right hand should not be removed from the page when reading; second, the left hand, in moving back, will meet the bridge upon which the thumb may rest, while the other fingers bring the carriage to the end of the run gently and without unnecessary force.

To remove the carriage, unhook the cord and secure it to prevent the main spring from running down, or otherwise let the spring run down while gently retarding the spring box with the left hand. Loosen the screw at the left end of the rail by turning it to the right, as it is a left-hand screw, so that the stop-piece may be turned back. The carriage can then be run out by means of the keys and removed.

By disengaging the pawl from the rack, by means of a slender tool, the carriage can be more quickly removed than by feeding it out by the keys.

POSITION OF THE HAND.

1. The writer should learn to operate the keyboard with the left hand alone. The fingers should rest gently upon the keys, which must not be struck, but pressed down and released quickly.

2. It will be found useful to fix in the mind the following mode of describing the position of the hand, according to the place of the index finger, which will generally fix the place of the other fingers in forming the sign of the first, second, third and fourth bases, viz. :

In the upper third base position, the index finger is on key five.

In the middle third base position, the index finger is on key six.

In the lower third base position, the index finger is on the third compound key.

With these positions, all signs of the first, second and third bases should be made. Similarly, the index finger will be on key seven, key eight, or on the fourth compound, for all the signs of the fourth base.

LETTER FORMATIONS.

The small (lower case) letters are made by the keys 1 3 5 2 4 6 and their compound keys.

In making the small letters, the left hand will take the following positions: Third upper, third middle and third lower. The signs of the first base : will then be made by the fourth finger, those of the second base :: by the third and fourth fingers, those of the third base ::: by the second, third and fourth fingers, and those of the fourth base :::: by the second, third, fourth and fifth fingers. The thumb, or first finger, is used as occasion requires. In the case of weak or small hands, the second base position may be taken for signs of the first and second bases.

In the upper position, the thumb will generally control the compound keys, but in the middle position the compound keys will be controlled by the other fingers. When the first compound is used in signs of the fourth base, either the fourth or the fifth finger should control it.

The fingers should be retained upon keys used in making successive letters.

CAPITALS, ITALICS, ETC.

The large points are used for capital letters, italics, captions, accented syllables, inflection, etc.

Two forms of capitals are available, however. The first form presents large points made by the two capital keys, operated by the index and middle fingers of the left hand. All the upper points, 1 3 5, are made by the upper key, and all the lower points, 2 4 6, by the lower key. For example, to write capital A, press the upper key twice, making points 1 and 3. For capital B, press both keys at once and the upper key twice. For capital G, press the lower key twice, and then both keys.

The other form of capital letters is derived from the small letters, by suffixing to each of them as many points as will form a new character four points in length, in the following manner:

First. When the small letter ends with a point in the upper row, as in the letter "a," add the suffix in the lower row.

Second. When the small letter ends with a point in the lower row, as in "t," or in both upper and lower rows, as in "d," add the suffix in the upper row. In this form of capitals, either the large or the small points can be used.

Italicized words and accented syllables should appear in full with large points.

For inflection, a single letter formed of large points in any syllable may also be used.

Notes usually printed in letter-press type smaller than that used for the body of a book should be indicated by indenting, for which purpose two or three blanks at the beginning of lines would suffice.

SPACING.

Correct spacing of small letters and other lower-case signs

depend upon the complete depression of the key farthest to the right, or the highest key. Thus, for the letter *e* it is the key one; for *a*, the key three; for *u*, the key six. Hence, if the letter spacing be absent, it will be due to the fact that the highest key used in forming the letter has not been fully depressed.

At the end of a word, strike the spacer key once. At the end of a sentence, strike the spacer key three times before making a large point capital, for the reason that the capital keys, being one point to the left, would cancel part of the space and bring the capital too close to the period. In capitalizing a whole word, strike the spacer key after each letter. This is for the reason that the capital keys make the points without the letter space; whereas, the letter space is made with each small letter. When a capital occurs at the extreme left of the page, press the spacer key once in order to keep the same margin for all lines.

Any two letters of the first and second bases, as *ed er ai at in it ia re* etc., may be formed at a single stroke by omitting the key which separates the two base forms. Thus, for the word *it*, take the first compound key and key six; for *in*, the first compound and keys six, eight; for *at*, keys one, three, eight; for *ed*, keys one, five, and the fourth compound; for *er*, keys one, six, and the fourth compound, etc.

As 25 per cent. of all letters used are those of the first base, and 50 per cent. those of the second base, this double formation has both interest and great advantage.

When a line has been finished, the paper should be fed forward by turning the paper rolls before running the carriage back for the next line. In running the carriage back, let the second or third finger of the left hand rest upon the thumb piece at the left, and as the carriage is moved the thumb will meet the bridge upon which it should rest, so that the carriage may be brought gently to the end of the backward run.

GENERAL DIRECTIONS.

In writing, do not strike but press the keys and release them quickly. In other words, use pressure touch and quick release.

Be sure to press the key which makes the right hand point in every letter to secure the letter spacing. Otherwise, under-spacing may occur.

Striking the keys hard imparts too much momentum to the stop-lever and causes overspacing. The spring which holds the stop-lever up is regulated by a small thumb screw well back on the right hand, upper edge of the key-box. The tension on this spring should be sufficient, but not more than is required. The stop-lever may be seen by looking under the carriage from the front, and the tension of the spring which holds it up may be ascertained by placing the forefinger of the right hand under the carriage, and gently testing the spring by pressure on the top of the stop-lever.

The tension on the carriage spring is secured by turning the ratchet on the left back side of the machine under the reading board. The tension should be no greater than will suffice to carry the carriage with the paper easily to the end of the line of writing. In attaching the string to the carriage, care must be taken to keep the cord below both of the curved paper clips.

The beveled groove on the reading board serves to adjust the head of the sheet of paper, when it is inserted for writing.

In writing music from dictation or memory both hands may be used at the keyboard; but, when the operator is reading and writing at the same time, the right hand should not be required to assist the left at the keyboard.

Practice slowly, and be accurate from the first. Never press the keys down until sure the formation is correct. Facility will be gained by forming the signs on the keyboard without pressing the keys.

The learner should not only associate the letters and signs with the keys, but more especially with the fingers and their

positions. In this way only can that accurate, automatic finger action be developed which is the basis of all correct and rapid work.

The writer should know, as each sign is made, whether it is correct or not. If not, it should be erased by rubbing it down on the erasing post with the finger nail or a small erasing tool.

PAPER.

Writing designed for permanent use should be done upon suitable paper. For correspondence a lighter paper may be used, and two copies may be written at the same time, one of which may be filed. With a suitable quality of letter or note paper, both imprints will be sufficiently firm and distinct.

WRITING FOR INSERTION IN FLAT ENVELOPES.

Write as many lines as will bring the head of the sheet to the outer edge of the reading board, then leave two blank lines, and write until the middle of this blank space reaches the back edge of the board, over which a crease may be made in the paper. After removing the paper fold the sheet along the crease in the middle of the blank spaces. The letter can then be inserted in a flat envelope.

THE BELL.

The bell has a considerable adjustment for writing shorter lines. By gently pressing the lower part of the bell-hanger to the left the bell can be moved easily to the right or left.

TENSION OF SPRINGS.

The tension of springs should be no more than is necessary to accomplish the desired object.

CARE OF THE MACHINE.

If oil be used at all, it should be of the finest quality and should be applied with a fine splint like a toothpick, or a very fine brush. Otherwise it would be better not to use it at all. When not in use protect the machine by a dust-proof cover.

Should assistance be needed in adjusting the machine, a clock-maker or some one familiar with the construction and repair of clocks will probably understand the operation and adjustment of the machine better than any one else.

The following is a brief summary of the practical uses and capacities of the machine :

1st. It will write Literature, Music and Mathematics according to the New York Point system.

2d. The manual can be operated easily by one hand alone.

3d. Any letter or sign having eight points or less is formed at a single stroke.

4th. Characters of any length and having any number of points can be made by adjustment.

5th. All combinations of the first base, *e t i*, with those of the second base, *a n o s d l m r* and *th*, can be made at a single stroke. Thus the words *in at to* are made with one stroke, *into test nest* with two strokes, and *little tested letter* with three strokes.

6th. The manuscript can be immediately read without removing the paper.

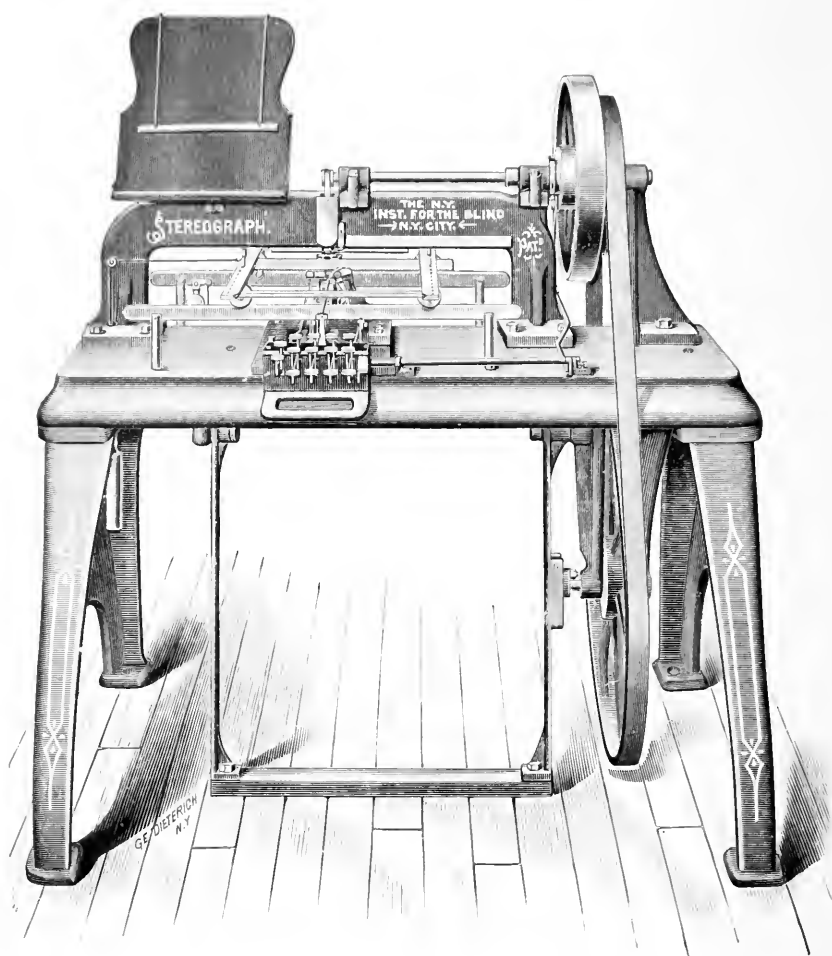
7th. It produces two sizes of points for capitals, italics, accent, caption, etc.

8th. It will produce four firm copies with one writing.

9th. All characters are formed upon the keyboard in precisely the same forms in which they appear when reading.

10th. The Kleidograph can be used accurately without a great deal of practice.

11th. The machine will permit any degree of speed which the operator can attain.



THE STEREOGRAPH.

The Stereograph is a development from the Kleidograph, and its special work is to emboss metal plates ready for use in printing. The operator takes the place of a compositor, while the machine itself does the work usually accomplished by the use of movable type and the processes of stereotyping and electrotyping.

The action of the machine is light and quiet, and its management is easily learned. As will be seen in the illustration, the keyboard is the same as that of the Kleidograph, while in other respects it differs entirely in structure.

In using the Kleidograph, the power necessary for embossing is furnished by the fingers. This is impossible in the case of metal plates, and the required power is supplied by means either of a treadle or by a belt from a suitable countershaft. In the illustration a swinging treadle is shown, which connects by a light belt with the balance wheel above. Briefly described, the operation of the machine is as follows :

The carriage being in place at the right-hand end, the metal plate is inserted in the perforated guide rails and adjusted for the head line between the stylet plate and the impression piston, after which the line-spacing pins are placed in the guide-rails frame directly in front of the sheet clip, which should rest closely against the pins. Motion is then imparted by the treadle to the driving wheel, which primarily turns upon its bearing as a loose pulley, ready, however, to be firmly engaged with its shaft by the action of the keyboard. By depressing the spacer or any of the embossing keys the following results are produced :

1. The stylets required for any chosen letter or sign are selected, and the supporting slides are thrown into place under them.

2. The feed pawl is thrown forward from one to five teeth of the feed rack, thus determining the throw of the carriage, which will correspond to the length of the sign last made. At the same time, a tooth or dog on the escapement plate engages the toothed rack and holds the carriage in place while the spacing pawl is out of engagement and taking its new position.

3. The driving wheel is thrown into engagement with the shaft, thus imparting motion to the embossing piston by means of an eccentric connection with the shaft at the left-hand end, and then the selected sign is embossed.

4. As soon as the embossing piston leaves the plate, the keys are released, the spacing pawl engages the rack, the dog is disengaged, and the carriage, being impelled by the gravity weight, moves forward into its new position.

When nearing the end of a line, notice is given by a signal bell, and the number of points remaining can be read on the pointed scale. When the end has been reached, the metal plate is pushed forward for the next line. The feed or spacing pawl is then disengaged from the rack by pressing a button placed at the right just back of the keys, and the carriage is gently restored to the starting-point by the left hand. In this manner line after line is embossed, until the sheet has been filled.

In regard to speed, the machine will be limited only by the capacity of the operator, but haste in this respect should always be avoided.

By observing the following directions one learning to operate the Stereograph will be greatly assisted as to both accuracy and facility:

1. The one rule for the operator of the Stereograph is to be absolutely *accurate* in all preparatory practice and in all actual work. Make haste slowly and be accurate. Every page should be perfect, and there is no good reason why it should not be perfect.

2. Practice the feet singly and then together on the treadle

at the rate of a swing per second. A metronome or other method of beating seconds should be employed, as regularity of motion is very important. When this has been mastered, increase the speed to 90 swings per minute, at which it is best to keep it until all the steps in manipulating the machine have been well learned.

3. Place a book on the book-rack and read while operating the treadle, until the latter can be done easily and regularly without interfering with the reading.

4. For positions on the keyboard, observe the directions given for the Kleidograph. Practice mimic writing; that is, form the letters with the proper fingers, touching the keys lightly, but not pressing them down. For material, use the first New York Point Primer. For making capitals, follow directions given for Kleidograph.

5. In alternation with No. 3, and having the carriage at the extreme right, operate the spacer key once for each alternate swing of the treadle, which will cause the carriage to feed forward with each action of the key. Having reached the end of the run, put the line pins forward one hole in the guide rails and press the sheet clip against them; then press the prawl, releasing the button at the back of the keys with the right hand, and run the carriage back with the left for a new line. After a little practice, press the spacer key once for each swing of the treadle, and continue until the carriage has completed the run, and repeat as before, until the movement has become familiar.

6. Alternate No. 4 with operation of the first-base keys 1, 2 and their compound key. Continue this for a few lines and then use the second-base keys 1, 2, 3, 4 and their compounds with the spacer key. Next introduce the third-base keys in alternation with each of the keys previously used, and finally the fourth-base keys with all the others, until a movement of the carriage can be regularly effected for each swing of the treadle.

7. Write from the primer, without metal sheets, the signs, words and sentences as given in the primer, and in the order given, in each case operating the keys fully.

8. After perfect familiarity with the system and with the machine has been acquired, insert a metal sheet and begin actual work, using the same material before employed in practice.

9. Most important of all, never attempt to press down the keys to form a sign until sure that the fingers are on the proper keys. In other words, make correct signs and those only.

10. In early actual work, cut a full sheet of metal into three or four parts, then into two, and finally use the whole sheets.

Baltimore, November 25, 1899.

WILLIAM B. WAIT, ESQ.,

Superintendent Institution for the Blind,

Ninth avenue and Thirty-fourth street, New York.

MY DEAR SIR:

Replying to your question, "Have you found the Kleidograph and Stereograph of practical value in your school work?" I must say that we have found them almost invaluable. The Kleidograph has not received as much consideration in our school as its merits deserve. We expect to bring it into more general use.

We have thoroughly tested the value of the Stereograph and find it to be of so much practical value in our school work that we do not now see how we could do without it. The Stereograph has practically put our students on a footing with the sighted. It saves valuable time to both teacher and pupil.

The Stereograph is a perfect machine. It will do all you claim for it and more. In giving us this machine you have wonderfully facilitated our work.

Very truly yours,

F. D. MORRISON,

Superintendent.

Baltimore, November 23, 1899.

MR. WM. B. WAIT.

DEAR SIR:

After about four months' experience in operating the Stereograph, as well as studying its various parts and workings, I can express myself as being very much pleased with the machine and its work.

The Stereograph, in my judgment—and I speak from practical experience—is capable of doing all that is claimed for it. Its operation is simple; any person thoroughly acquainted with the New York Point System can learn to operate it in a very short period of time—in a few days at the most. There is nothing laborious about working with it, since it runs light and requires very little exertion on the part of the operator, and besides there is a fascination about the machine and its working that make its operation a pleasure rather than a task. It is not as tiresome to operate as a typewriter. The facility with which the Stereograph can be operated adds to its many commendable features that of rapidity, which can only be demonstrated where the machine is in constant use.

We are getting excellent results from the use of the Stereograph. Its value to a school for the blind can be estimated only as you estimate the value of a book in the possession of a pupil in a public school. The Stereograph makes it possible to have more text-books to be used by the blind in their various branches of study. This means the supplying of a long-felt want in the schools for the blind. It will aid in facilitating school work in many ways, as well as save time to the pupil and the teacher. Its use in the production of literature will be none the less valuable.

I heartily and enthusiastically recommend the Stereograph for the use for which it is designed. It will stand the test of any claim you have made for it.

Wishing you success in presenting its claims to others, I remain,

Very respectfully yours,

M. E. REDDICK,

Principal Teacher.

Louisville, Ky., November 23, 1899.

W. B. WAIT,

Superintendent New York Institution for the Blind,

New York, N. Y.

DEAR SIR:

We have had your Kleidograph in use over four years in our school, and we value it for its speed and efficiency and for the fact that what is written by it can at once be read by the blind writer without taking out and reversing the paper, as has to be done when the tablet is used.

It has made a saving of at least eighty per cent. of the time required for writing music and sixty per cent. for literary work.

We have had six of the Stereographs in use in the American Printing House for the Blind for over eighteen months, and have discarded all our movable type and our former stereotype outfit and have discharged our stereotyper, to whom we paid sixty dollars a month. Our compositors prepare from two to three times as much daily as when using movable type, and the matter comes from their hands stereotyped, ready for the press.

The new stereotype plate is flexible and hugs the rollers with no underlay, so that the pressman can start printing as soon as he can clamp the plate on the press.

In a box six inches deep we can store eighty stereotype plates.

The cost of the completed plate has been reduced fifty per cent. The new plate is lighter, cheaper, truer, and can be produced far more rapidly than the old.

Yours very truly,

B. B. HUNTOON, TER N. K.,

*Superintendent Kentucky Institution for the Blind and of
the American Printing House for the Blind.*

Manual Training Department.

Dr.

To Raw Material and Stock on hand September 30, 1898	\$189.84
“ Raw Material bought.....	547.73
“ Salaries and Wages.....	1,348.00
“ Debts payable.....	131.27
Balance.....	22.28
	\$2,239.12

Cr.

By Cash received	\$1,767.32
“ Debts receivable	253.15
To Raw Material and Stock on hand September 30, 1899.....	218.65
	\$2,239.12

DAILY PROGRAM.

A.M.—8 to 8.10.

Chapel Exercises

8.10 to 9.

Advanced arithmetic.

Arithmetic.

Advanced English.

Geography.

Reading.

Kindergarten.

Piano.

Organ.

Point-print music writing.

Piano tuning.

Cane seating.

Sewing, knitting, etc.

9 to 9.50.

Arithmetic.

Physiology and hygiene.

Kleidograph.

Spelling.

Nature study.

Geography.

Kindergarten.

Piano.

Organ.

Staff notation and terminology.

Piano tuning.

Sewing, knitting, etc.

Cane seating.

Mattress making.

9.50 to 10.

Recess.

10 to 10.45.

Arithmetic.

United States history.

Geography.

Kindergarten.

Sewing, knitting, etc.

Piano.

Organ.

Piano tuning.

Mattress making.

Cane seating.

10.45 to 11.30.

Arithmetic.

Physics.

Elementary English.

Kindergarten.

Language lessons.

Spelling.

Geography.

Piano.

Organ.

Piano tuning.

Mattress making.

Cane seating.

Sewing, knitting, etc.

11.30 to 11.45.

Recess.

11.45 to 12.45.

Arithmetic.

Geography.

Typewriting.

Calisthenics.

Kindergarten.

Mattress making.

Piano.

Organ.

Piano tuning.

Harmonic notation.

Acoustics.

Harmony.

Cane seating.

P.M.—1.45 to 2.30.

Senior singing class.	Piano.
Junior singing class—girls' division.	Piano tuning.
Typewriting.	Cane seating.
Hand knitting.	Machine sewing.
Crocheting.	

2.30 to 3.15.

Junior singing class—boys' division.	Piano.
Reading.	Organ.
Spelling.	Harmony.
Domestic science.	Piano theoretic.
Mattress making.	Crocheting.
Cane seating.	Hand sewing.
Machine sewing.	Piano tuning.
Elementary English.	

3.15 to 3.30.

Recess.

3.30 to 4.15.

English composition.	Piano.
Rhetoric.	Organ.
Reading.	Mattress making.
Spelling.	Cane seating.
Kindergarten.	Hand knitting.
Domestic science.	Hand sewing.
Piano tuning.	Machine sewing.
Typewriting.	

4.15 to 5.

Piano.	Organ.
Mattress making.	Cane seating.
Kindergarten.	Hand knitting.
Spelling.	Hand sewing.
Reading.	Machine sewing.
Typewriting.	Crocheting.
Domestic science.	Piano tuning.

Except from 6 to 6.30, the time from 5 to 8.30 is divided into half hours, and occupied in Reading, general study and the practice of Music.

REGENTS' REQUIREMENTS.

Below is a complete table, grouped according to cognate relations, of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses of the 586 academies of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject. Subjects in italics are those in which examinations are held in June only.

Those who pass successfully in any of the following five parallel courses will receive half credit for the second part:

- 1 3d-year English or English literature and American literature.
- 2 2d-year Latin or Cæsar.
- 3 3d-year Latin or Virgil's *Æneid*.
- 4 2d-year Greek or Anabasis.
- 5 3d-year Greek or Homer's *Iliad* and twenty weeks of equal grade.

GROUP I.

LANGUAGE AND LITERATURE—ENGLISH.

4 English, 1st year (<i>a</i>).	2 Rhetoric.
4 English, 2d year (<i>a</i>).	2 English literature.
4 English, 3d year (<i>a</i>).	2 American literature.
2 Advanced English.	2 English reading.
2 English composition.	

SPECIAL READING COURSES.

2 English selections.	1 <i>German classics in English.</i>
2 <i>English prose.</i>	1 <i>French classics in English.</i>
2 <i>English poetry.</i>	1 <i>Latin classics in English.</i>
2 American selections.	1 <i>Greek classics in English.</i>

MODERN FOREIGN.

4 German, 1st year.	4 French, 1st year.
4 German, 2d year.	4 French, 2d year.
4 German, 3d year.	4 French, 3d year.

ANCIENT.

- | | |
|--|--|
| 4 Latin, 1st year (<i>b</i>). | 1 <i>Virgil's Eclogues</i> . |
| 4 Latin, 2d year (<i>c</i>). | 1 Latin composition. |
| 4 Cæsar's Commentaries. | 4 Greek, 1st year (<i>b</i>). |
| 4 <i>Latin</i> , 3d year (<i>c</i>). | 4 <i>Greek</i> , 2d year (<i>c</i>). |
| 2 <i>Sallust's Catiline</i> . | 4 Xenophon's <i>Anabasis</i> . |
| 2 Cicero's Orations. | 2 Homer's <i>Iliad</i> . |
| 1 <i>Ovid's Metamorphoses</i> . | 4 <i>Greek</i> , 3d year (<i>c</i>). |
| 4 Virgil's <i>Aeneid</i> . | 1 Greek composition. |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|---------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 1 Plane trigonometry. |
| 2 Advanced algebra. | 1 <i>Spheric trigonometry</i> . |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------------|----------------------|
| 2 Astronomy. | 2 Chemistry, part 1. |
| 2 Physics, part 1. | 2 Chemistry, part 2. |
| 2 Physics, part 2. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical Geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and Hygiene. |
| 2 Zoology. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|---------------------------|---|
| 2 General History. | 2 <i>Advanced U. S. History</i> . |
| 1 Greek History. | 2 <i>First reading course in U. S. History</i> . |
| 1 Roman History. | 2 <i>Second reading course in U. S. History</i> . |
| 2 English History. | 2 New York History. |
| 2 <i>French History</i> . | 2 Civics. |
| 2 U. S. History. | 2 Economics. |

GROUP 5.

OTHER STUDIES.

- | | |
|--------------------------------------|-------------------------|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 1 Stenography, 100 words per minute. | 2 <i>Home Science</i> . |
| 1 Stenography, 125 words per minute. | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced Drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches. Counts.</i>	
English	17	36
German	3	12
French.....	3	12
Latin	10	27
Greek.....	6	19
Mathematics	7	16
Science	10	20
History, etc	12	22
Other studies	7	12
	—	—
	75	176

(a) Offered as a substitute for all other English branches except the special reading courses. No extra counts will be given to those who pass both in first and second year English and in advanced English, English composition, rhetoric and English reading.

(b) In first-year Latin and Greek candidates may take the separate examination or defer it and receive 8 counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year and for those who prefer to secure the four credits for first-year's work and to take a separate examination in Cæsar or Anabasis rather than have 8 counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar and Greek; second year as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) Psychology and ethics will hereafter be given in the higher examinations, but they may be credited at 2 counts each for academic credentials, with a note that they are higher, not academic, studies.

Subjects in the extension and professional groups do not count for academic credentials, and are not given in the above list.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken. Advanced students who have come from other States, or who for other reasons have not passed in elementary subjects, may take them at any time; *e. g.*, arithmetic after algebra or geometry, English composition after rhetoric, etc.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause. Studies necessary to obtain any credential may be passed at different examinations.

Seventy-five per cent. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents' Office, and all papers below standard will be returned to the candidates. For those accepted pass cards will be issued.

CANDIDATES not attending schools in which Regents' examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the examination department.

SAMPLE PAPERS.—Calls for sample examination papers grew so burdensome that further free distribution became impracticable. All the papers of the year are mailed in paper covers for twenty-five cents, or bound for fifty cents. Unbound sample papers, not including more than ten subjects, may be had for ten cents.

UNIVERSITY CREDENTIALS.

1. **PASS CARD.**—Any study.

2. **PRELIMINARY (PREACADEMIC) CERTIFICATES.**—Reading, Writing, Spelling, Elementary English, Arithmetic, Geography.

3. **ACADEMIC CERTIFICATES.**—All preliminaries and the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of the first 24, 36 and 48 counts are in English.

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

FIRST-YEAR CERTIFICATE.—No certificate is issued for 12 counts unless it includes first-year English (English Composition and 2 other English counts) or the first year in any foreign language may be substituted for first-year English in the first-year certificate, United States History and Drawing, and either 4 counts in Mathematics or Physiology and Hygiene and 2 optional counts.

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8, are in English, and not less than 6 each from the second, third and fourth groups.

CLASSICAL ACADEMIC DIPLOMA.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Cæsar, or second-year Latin, Cicero, Virgil, Latin Composition, first-year Greek, Xenophon, or second-year Greek, Iliad, Greek Composition, Greek History, Roman History.

ADVANCED DIPLOMA.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36, etc., counts in addition. On its face are specified the total counts (which must be in even twelves) that give it its name; *e. g.*, one holding an academic diploma and earning 24 extra counts will receive a six-year advanced academic diploma instead of a six-year certificate, which is less prized, because it might be secured by one who had not taken a balanced course, and had, perhaps, omitted entirely one, or even two, of the great groups of studies.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned with honor, and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Pass cards are issued for any one or more branches passed, but diplomas and certificates will be issued only for the number of studies prescribed, which is always in even year's work, *i. e.*, in multiples of 12 counts. Holders of

diplomas may have studies passed later recorded on the back, or, by special request, on the face, but such indorsements will not be made on certificates.

DUPLICATE CREDENTIALS.—Any certificate or diploma will be issued free on application to any student whose record shows that he has passed all the subjects required for that credential, provided that he has not less than 12 counts not included in the highest credential previously issued. If he wishes to complete a series by securing any lower credentials earned but not previously issued, he must pay a fee of twenty-five cents each, the same as for duplicate credentials. The University issues free only the highest credential which the candidate has earned.

SUMMARY.—The system of credentials now laid out provides for three distinct records: 1, subjects taken; 2, quantity; 3, quality; *i. e.*, what has been studied, how much and how well. The academic diploma specifies the subjects pursued. The five-year, six-year, etc., “advanced” diplomas specify extra quantity. The honor diplomas specify extra quality in the work done. Thus the academic diploma shows the class of subjects taken, the quantity to be 48 counts, the quality to be 75 per cent. or better. The “five-year advanced academic diploma with honor” shows the subjects taken, that in quantity it was 12 counts more than the regular, and that in quality the standing was at least 90 per cent. in three-fourths of the counts.

INSTRUCTION TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner:

I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them.

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected. Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula “I do so declare,” followed by their signature.

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents’ examination till admitted by special permission from the University on written application to the Secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very

carefully. Do not give information that is not asked for. Write in ink on both sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines: 1, subject; 2, date; 3, place; 4, name, *e. g.*:

Arithmetic.....Albany High School.

June 14, 1898.....James Burns.

REQUIREMENTS OF THE AMERICAN COLLEGE OF MUSICIANS.

MUSIC STUDIES.

TECHNIC.

Counts.

40 Piano. 40 Violin.
32 Organ. 32 Voice.

THEORY, HISTORY AND SCIENCE.

Counts.

4 Notation.
4 Music History, first year, general.
4 Music History, second year, special.
4 Harmony, first year.
4 Harmony, second year.
4 Harmony, third year.
4 Harmony, fourth year.
4 Counterpoint, first year.
4 Counterpoint, second year.
4 Counterpoint, third year (Invertible, Canon and Fugue).
2 Terminology.
2 Form and Composition, first year.
4 Form and Composition with Esthetics, second year.
4 Form and Composition, third year.
2 Composition, fourth year.
2 Acoustics.
4 Orchestration, applied.
4 Concerted Music, applied.
4 Special Theory.
4 Composition: Polyphonic, Sonata Form, Romantic Style, in all vocal and instrumental forms.

SPECIAL MUSIC.

Counts.

Tangible Music Notation, New York Point System.

16 Piano-tuning, theory and practice.

NOTE.—Tangible Notation and Piano-tuning have been introduced because of their value to blind students. Although such students must have a thorough knowledge of the staff and the typography of music, they can make no practicable use of them. Tangible Notation is, therefore, indispensable, and possesses high disciplinary and practical value.

Drawing and laboratory work are impracticable to the blind student. While these studies train the eye and the hand, the study of the piano trains the ear and the hand.

CREDENTIALS.

I. PASS CARD.

For any study.

2. ACADEMIC MUSIC CERTIFICATES.

For all preliminaries, evidenced by credentials, as required by the University of

the State of New York, and 24, 36, 48, 60, etc., counts in Music Theory and Technic, provided that one-sixth in addition to the first 24, 36, 48 counts are in English.

NOTE.—No first-year or 12-count certificates will be issued for Music Theory and Technic, except in addition to the 12 counts required for the first academic year in English, United States History and Mathematics, or in the substitutes for the latter, to be evidenced by the proper credentials.

3. ACADEMIC MUSIC DIPLOMAS.

All preliminaries and any 48 counts in Music, and not less than 8 in English, and 6 each from the second group (Mathematics), third group (Science), and fourth group (History), as prescribed by the Syllabus of the University of the State of New York. (See Bulletin, 1895.)

NOTE.—For blind students, tangible notation of the New York Point System, piano or organ technic, and piano tuning are offered as substitutes for the 6 counts each from the second, third and fourth groups.

4. ADVANCED DIPLOMA.

For the regular 48-count music diploma, as above, and 12, 24, 36, etc., counts in addition for Theory or Technic.

5. DEGREE OF BACHELOR OF MUSIC.

For all preliminaries, the regular 48-count music diploma, as above, and 48 additional counts in Music, Theory and Technic. In addition, the candidate must submit an original composition on a sacred or secular subject, written for the occasion, occupying approximately twenty minutes in performance and fulfilling the following conditions:

(a) That it comprise some portion for a solo voice, and some considerable portion for a chorus of four real parts.

(b) That it comprise some specimens of Canon and Fugue.

(c) That the whole have an accompaniment for an orchestra of bowed instruments only, with or without organ. The words need not be original and may be selected from any cantata, opera or other source; or, as alternative therefor, any three of the following, provided one is a vocal number:

1. A composition for four-voice parts in polyphonic style, with accompaniment for piano, organ or string orchestra. Time, six to nine minutes.

2. A song, with piano accompaniment. Time, optional.

3. A fugue, for four parts, containing an example of double counterpoint. Time, six to nine minutes.

4. Composition in sonata (first movement) form, for string orchestra, organ or piano. Time, six to nine minutes.

5. Composition in free style, for piano or organ. Time, four to six minutes.

In all cases the fingering, pedaling, registration, phrasing and expression must be fully indicated.

The exercise is not performed publicly. The composition must be accompanied by a written declaration, signed by the candidate, that the work is his own unaided composition. There must be one subscribing witness (with full name and residence) to the signature of the candidate.

6. DEGREE OF MASTER OF MUSIC.

For the regular 48-count Academic Music Diploma (3) and Artistic Virtuosity.

OUTLINE OF STUDIES.



NOTATION.

The staff; meter; rhythm; F, G and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relation of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—1. Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the Church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavichord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music; the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon the keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulation by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishments; harmonic embellishments; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts; one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts; all classes, as in first year. Four parts; all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation; canon. In addition to the study of examples the student must prepare original exercises throughout the course. Fugue, the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciations. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form; theme and variations, etude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo; first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata; principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments; theoretic work; finale, higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ESTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; esthetic value of regular, displaced and syncopie accent; phrasing; characteristic accents, national and individual; melodic accents; thematic accent by transformation; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniments; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

The Technical course in each of these branches will be published separately.

LIST OF PUBLICATIONS IN THE NEW YORK POINT PRINT.

These publications are obtained at the American Printing House for the Blind, Louisville, Ky.

MUSIC CULTURE.

	PRICE.
Chopin and other Musical Essays, H. T. Fink.....	\$3.00
Composition, Dr. J. Stainer	
Counterpoint, Dr. J. F. Bridge75
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Guitar Method, Carcassi.....	3.00
How to Teach Bands, F. J. Keller50
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Bertini,	Op. 29,	No. 23.	Le Couppey,	Op. 26,	Nos. 1, 2.
Döring,	Op. 8,	Nos. 9, 10.	Lemoine,	Op. 37,	No. 24.

ARPEGGIO STUDIES—BOOK I.

Czerny,	Op. 599,	Nos. 84, 87, 90,	Duvernoy,	Op. 120,	Nos. 4, 7, 8.
		94, 100.	Köhler,	Op. 115,	Nos. 9, 10.
Czerny,	Op. 636,	No. 7.			

TRIPLET STUDIES—BOOK I.

Bertini,	Op. 100,	No. 7.	Köhler,	Op. 175,	No. 8.
Heller,	Op. 45,	Nos. 23, 24.	Krause,	Op. 2,	No. 2.
Köhler,	Op. 167,	Nos. 1, 2, 6, 8.	Lemoine,	Op. 37,	Nos. 8, 16.

LEGATO STUDIES—BOOK I.

Bertini,	Op. 100,	No. 12.	Köhler,	Op. 175,	Nos. 1, 3, 6.
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Köhler,	Op. 151,	Nos. 7, 8, 9, 10.			

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Czerny,	Op. 636,	Nos. 20, 21.	Le Couppey,	Op. 26,	No. 12.
Czerny,	Études de la Velocité,		Mendelssohn,	Op. 72,	No. 5.
		No. 11.			
Döring,	Op. 8,	No. 8.			

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Chopin, F.	Mazurka* 50. 105
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Chopin, F.	Impromptu 29. 120
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SIXTY-FIFTH

ANNUAL REPORT OF THE MANAGERS

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For the Year Ending September 30, 1900.

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Dwight, Theodore.	1833-1837	Olyphant, D. W. C.	1840
Brown, Silas.	1833-1859	Averill, Augustine.	1840
Hagg, John P.	1833	Beers, Cyrenius.	1841-1853
Spring, George.	1833-1835	Suydam, Lambert.	1841-1842
Walker, John W.	1833-1839	Holmes, Silas.	1841-1842
Miller, Franklin.	1833-1835	Case, Robert L.	1841-1861
Steel, Jonathan D.	1833	Crosby, John P.	1841-1859
Allen, Moses.	1834	Collins, Stacey B.	1841
Lyon, Stephen.	1834-1836	Schermerhorn, E. H.	1841-1842
Dissosway, Gabriel P.	1834-1836	Marsh, James.	1842-1852
Phelps, Anson G.	1834-1855	Murray, Hamilton.	1842-1847
Crosby, William H.	1835		
Hoyt, Charles.	1835-1839		

Walsh, A. R.	1842-1850	Schermerhorn, Alfred	{ 1862-1865 1867-1868
Wood, John	1842-1850	Irving, John Treat	1863-1896
Jones, Edward	1843-1850	Brown, John Crosby	1862-1864
Whittemore, William T.	1843-1845	Van Rensselaer, Alex	{ 1862-1865 1867-1877
Smith, Floyd	1844-1848	Potter, Clarkson N.	1863-1866
Dean, Nicholas	1844-1848	McLean, James M.	1863-1890
Jones, William P.	1846-1849	Cleft, Smith	1865-1893
Thurston, William R.	1846-1851	Hoffman, Charles B.	1865-1868
Sheldon, Henry	1846-1854	Emmett, Thos. Addis, M.D.	1865-1866
King, John A.	1848-1854	Whitewright, William	1866-1898
Schell, Augustus	1849-1883	Schermerhorn, Wm. C.	1866-1900
Day, Mahlon	1849-1854	De Rahm, Charles	1866-1890
Jones, George F.	{ 1850-1859 1865	Hilton, Henry	1866
Adams, John G.	1851-1858	Burrill, John E.	1866-1867
Ogden, Gouverneur M.	1851-1857	Stout, Francis A.	1867-1892
Cobb, James N.	1851-1858	Butterfield, Daniel	1868
Beadle, Edward L.	1851-1862	Hoffman, William B.	1868-1879
Wood, Edward	1852-1861	Gerard, James W.	1869-1873
Ogden, John D., M.D.	1853-1855	Schermerhorn, F. Augs.	1870-1900
Craven, Alfred W.	1854-1861	Marie, Peter	1870-1900
Olyphant, G. T.	1855-1857	Rhoades, J. Harsen.	1870-1873
Abbatt, William M.	1855-1857	Rhineland, Frederick W.	1874-1900
Noyes, William Curtis.	1855-1859	Sheldon, Frederick	1874-1900
Dumont, William	1856-1862	Robbins, Chandler	1875-1900
Warren, James	1856-1859	Strong, Charles E.	1875-1887
Cammann, George P., M.D.	1858	Schuyler, Philip	1878-1898
Rutherford, Lewis M.	1858-1861	Prime, Temple	1878-1887
Van Rensselaer, Henry	1858-1860	Kane, John I.	1881-1900
Hone, Robert S.	1859-1891	King, Edward	1884-1893
Tomes, Francis	1859-1860	Schell, Edward	1885-1893
Norton, Charles B.	1859-1861	Bronson, Frederick	1888-1900
Church, William H., M.D.	1859-1864	Kingsland, Ambrose C.	1889-1890
Hutchins, Waldo.	1860-1867	Robbins, George A.	1889-1895
Tuckerman, Charles K.	1860-1867	Kissel, Gustav E.	1891-1900
Kennedy, James Lenox	1860-1864	Bowers, John M.	1891-1900
Travers, William R.	1860	Peabody, George L., M.D.	1891-1900
Tompkins, Daniel H.	1860-1874	Marshall, Charles H.	1892-1900
Aspinwall, J. Lloyd	1860-1861	Smith, Gouverneur, M.D.	1893-1898
Suydam, D. Lydig	1861-1884	Davis, Howland	1894-1900
Daly, Charles P.	1861	Duer, William A.	1894-1900
Hosack, Nathaniel P.	1862-1876	Hamilton, William G.	1894-1900
Grafton, Joseph	1862-1872	Appleton, William W.	1896-1900
Myers, T. Bailey	1862-1887	Tappen, Frederick D.	1897-1900
Edgar, Newbold.	{ 1862-1864 1868	Armstrong, D. Maitland.	1898-1900
Donnelly, Edward C.	1862-1864	Wheelock, George G., M.D.	1898-1900
Lord, James Cooper	1862-1864	Fairchild, Charles S.	1898-1900

MANAGERS
OF
THE NEW YORK INSTITUTION FOR THE BLIND,
IN ALPHABETICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Abbatt, William M.....	1855-1857	Cushman, D. Alonzo.....	1837-1843
Ackerly, Samuel, M.D.....	1831-1845	Daly, Charles P.....	1861
Adams, John G., M.D.....	1851-1858	Davis, Howland.....	1894-1900
Allen, Moses.....	1834	Day, Mahlon.....	1849-1854
Allen, George F.....	{ 1836-1839	Dean, Nicholas.....	1844-1848
	{ 1841-1862	Demilt, Samuel.....	1838
Appleton, William W.....	1896-1900	De Rahm, Charles.....	1866-1890
Armstrong, D. Maitland....	1898-1900	Dissosway, Gabriel P.....	1834-1836
Aspinwall, J. Lloyd.....	1860-1861	Donaldson, James.....	1831-1832
Averill, Augustine.....	1840	Donnelly, Edward C.....	1862-1864
Averill, Herman.....	1831-1832	Duer, William A.....	1894-1900
Beadle, Edward L.....	1851-1862	Dumont, William.....	1856-1862
Beers, Cyrenius.....	1841-1853	Dwight, Theodore.....	1833-1837
Beers, Joseph D.....	1831-1832	Edgar, Newbold.....	{ 1862-1864
Blakeman, Wm. N., M.D. {	1837-1839		{ 1868
	{ 1841	Emmett, Thos. Addis, M.D..	1865-1866
Bogert, Henry K.....	1831-1832	Fairchild, Charles S.....	1898-1900
Bolton, Curtis.....	1831-1835	Gracie, Robert.....	1838-1861
Bowers, John M.....	1891-1900	Grafton, Joseph.....	1862-1872
Brown, John Crosby.....	1862-1864	Gerard, James W.....	1869-1873
Brown, Silas.....	1833-1859	Hagg, John P.....	1833
Bronson, Frederick.....	1888-1900	Hamilton, William G.....	1894-1900
Burrill, John E.....	1866-1867	Hart, James H.....	1839
Butterfield, Daniel.....	1868	Hart, Joseph C.....	1837-1840
Cammann, George P., M.D..	1858	Hilton, Henry.....	1866
Case, Robert L.....	1841-1861	Hoffman, Charles B.....	1865-1868
Chandler, Adoniram.....	1836	Hoffman, William B.....	1868-1879
Church, William H., M.D...	1859-1864	Holmes, Curtis.....	1837-1838
Clift, Smith.....	1865-1893	Holmes, Silas.....	1841-1842
Cobb, James N.....	1851-1858	Hone, Robert S.....	1859-1891
Collins, Stacey B.....	1841	Hosack, Nathaniel P.....	1862-1876
Craven, Alfred W.....	1854-1861	Hoyt, Charles.....	1835-1839
Crosby, John P.....	1841-1859	Hutchins, Waldo.....	1860-1867
Crosby, William B.....	1831-1833	Irving, John Treat.....	1863-1896
Crosby, William H.....	1835		

- Jenkins, Thomas W. 1831-1836
 Jones, Edward 1843-1850
 Jones, George F. { 1850-1859
 } 1865
 Jones, William P. 1846-1849
 Kane, John I. 1881-1900
 Kennedy, James Lenox 1860-1864
 Ketchum, Hiram 1831-1838
 Ketchum, Morris 1831-1837
 King, Edward 1884-1893
 King, John A. 1848-1854
 Kingsland, Ambrose C. 1889-1890
 Kissel, Gustav E. 1891-1900
 Lee, Gideon 1831-1836
 Lord, James Cooper 1862-1864
 Lyons, Stephen 1834-1836
 Mandeville, William 1836-1837
 Marié, Peter 1870-1900
 Marsh, James 1842-1852
 Marshall, Charles H. 1892-1900
 McLean, James M. 1863-1890
 Miller, Franklin 1833-1835
 Miller, Sylvanus 1831-1832
 Moore, Clement C. 1840-1850
 Mott, Samuel F. 1831
 Murray, Hamilton 1842-1847
 Murray, Robert J. 1839-1858
 Myers, T. Bailey 1862-1887
 Nevins, Rufus L. 1831-1832
 Norton, Charles B. 1859-1861
 Noyes, William Curtis 1855-1859
 Oakley, Charles 1835
 Ogden, Gouverneur M. 1851-1857
 Ogden, John D., M.D. 1853-1855
 Olyphant, D. W. C. 1840
 Olyphant, G. T. 1855-1857
 Patterson, Matthew C. 1831-1833
 Peabody, George L., M.D. 1891-1900
 Phelps, Anson G. 1834-1855
 Potter, Clarkson N. 1863-1866
 Price, Thompson 1831-1840
 Prime, Temple 1878-1887
 Remsen, Henry 1831-1832
 Rhinelander, Frederick W. 1874-1900
 Rhoades, J. Harsen 1869-1872
 Robbins, Chandler 1875-1900
 Robbins, George A. 1889-1895
 Roome, Edward 1837-1845
 Russ, John D., M.D. 1833-1834
 Rutherford, Lewis M. 1858-1861
 Schell, Augustus 1849-1883
 Schell, Edward 1885-1893
 Schermerhorn, Alfred { 1862-1865
 } 1867-1868
 Schermerhorn, E. H. 1841-1842
 Schermerhorn, F. Augs. 1870-1900
 Schermerhorn, Peter Augs. 1839-1845
 Schermerhorn, William C. 1866-1900
 Schuyler, Philip 1878-1898
 Seton, Samuel W. 1837
 Sheldon, Frederick 1874-1900
 Sheldon, Henry 1846-1854
 Smith, Floyd 1844-1848
 Smith, Gouverneur M., M.D. 1893-1898
 Spring, George 1833-1835
 Steel, Jonathan D. 1833
 Stout, Francis A. 1867-1892
 Strong, Charles E. 1875-1887
 Stuyvesant, John R. 1831-1840
 Suydam, D. Lydig 1861-1884
 Suydam, Lambert 1841-1842
 Tallmadge, Henry F. 1839-1841
 Tappen, Frederick D. 1897-1900
 Thomas, Henry 1831-1834
 Thompson, Martin E. 1839
 Thurston, William R. 1846-1851
 Titus, Peter S. 1836
 Tomes, Francis 1859-1860
 Tompkins, Daniel H. 1860-1874
 Travers, William R. 1860
 Trulock, Joseph 1836-1840
 Tuckerman, Charles K. 1860-1867
 Van Rensselaer, Alex. { 1862-1865
 } 1867-1877
 Van Rensselaer, Henry 1858-1860
 Walker, John W. 1833-1839
 Walsh, A. R. 1842-1850
 Warren, James 1856-1859
 Wheelock, George G., M.D. 1898-1900
 Whitewright, William 1866-1898
 Whittemore, William T. 1843-1845
 Wood, Edward 1852-1861
 Wood, Isaac, M.D. 1837-1859
 Wood, John 1842-1850
 Wood, Samuel 1831-1836

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1900
Schell, Augustus.....	1863-1883		

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1900
Beadle, Edward L.....	1861-1862		

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1900
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1836-1839	Schermerhorn, F. Augs.....	1884-1900
	{ 1841-1859		

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1900
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.



Russ, John D., M.D.....	1832-1834	Boggs, William.....	1843-1845
Office unfilled.....	{ 1835 and part of 1836	Chamberlain, James F.....	1846-1852
Jones, Silas.....	1836-1840	Cooper, T. Golden.....	1853-1860
Vroom, Peter D., M.D.....	1841-1842	Rankin, Robert G.....	1861-1863
		Wait, William B.....	1863-1900

BOARD OF MANAGERS.

1900.

	<i>Terms of continuous service.</i>
WILLIAM C. SCHERMERHORN,	Since 1866
FREDERICK AUGUSTUS SCHERMERHORN, “	1870
PETER MARIÉ, “	1870
FREDERICK W. RHINELANDER, “	1874
FREDERICK SHELDON, “	1874
CHANDLER ROBBINS, “	1875
JOHN I. KANE, “	1881
*FREDERICK BRONSON, “	1886
GUSTAV E. KISSEL, “	1891
JOHN M. BOWERS, “	1891
GEORGE L. PEABODY, M.D., “	1891
CHARLES H. MARSHALL, “	1892
HOWLAND DAVIS, “	1894
WILLIAM A. DUER, “	1894
WILLIAM G. HAMILTON, “	1894
WILLIAM W. APPLETON, “	1896
FREDERICK D. TAPPEN, “	1897
D. MAITLAND ARMSTRONG, “	1898
GEORGE G. WHELOCK, M.D., “	1898
CHARLES S. FAIRCHILD, “	1899

* Deceased March 29, 1900.

OFFICERS OF THE BOARD.

WILLIAM C. SCHERMERHORN,	<i>President.</i>
PETER MARIÉ,	<i>Vice-President.</i>
F. AUGS. SCHERMERHORN,	<i>Recording Secretary.</i>
FREDERICK SHELDON,	<i>Corresponding Secretary.</i>
HOWLAND DAVIS,	<i>Treasurer.</i>

STANDING COMMITTEES.

Committee on Finance.

FREDERICK D. TAPPEN,	CHARLES S. FAIRCHILD,
JOHN M. BOWERS.	

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON,	JOHN I. KANE,
CHARLES H. MARSHALL,	WILLIAM A. DUER,
GEORGE G. WHEELOCK, M.D.	

Committee on Music and Instruction.

CHANDLER ROBBINS,	WILLIAM W. APPLETON,
GEORGE L. PEABODY, M.D.,	D. MAITLAND ARMSTRONG.

Committee on Manual Training.

FREDERICK W. RHINELANDER,	FREDERICK BRONSON,
WILLIAM G. HAMILTON,	GUSTAV E. KISSEL.

FACULTY.

WILLIAM B. WAIT, *Principal.*

Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
WALTER S. BENNETT,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	MARGARET A. MACANN,
GEORGIA T. SCHOONMAKER,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	GRACE L. MERRITT.

Musical Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
CLARA STODDARD.	

Kindergarten.

NAOMI BOOMHOUR.

Tuning.

HENRY COFFRE.

Manual Training and Home Science.

ANNIE A. HAMLIN,	MARY B. SCHOONMAKER,
RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK,
LILLIAN E. LOWELL.	

Administrative Department.

DWIGHT L. HUBBARD, M.D.,	<i>Attending Physician.</i>
WILLIAM H. HARRISON,	<i>Steward.</i>
LOANNA A. HASKELL,	<i>Matron.</i>
L. ADELLE ROGERS,	<i>Assistant Matron.</i>
ZOE KNAPP,	<i>Librarian and Stenographer.</i>
JEANIE N. GOODSPEED,	<i>Accountant.</i>
ALICE HATCHMAN,	<i>Assistant.</i>
HANNAH M. RODNEY,	<i>Assistant.</i>
ANNA M. SHERIDAN,	<i>Assistant.</i>

SIXTY-FIFTH ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York:

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1900.

The whole number of pupils during the past year was 199.

The health of the school has been excellent, neither serious illness nor death having occurred.

The report of the Principal, which is annexed, gives instructive details relating to the several departments.

The following is a statement of the moneys received and disbursed :

RECEIPTS.	
Cash on hand September 30, 1899.....	\$8,421.84
Compensation for New York State pupils.....	30,953.11
Interest.....	7,735.63
Legacies and donations.....	4,781.55
Dividends on bond received from estate of Maria Moffett.....	1,064.00
Stocks and bonds sold.....	77,186.00
Bonds and mortgages paid off.....	18,000.00
Derived from investment fund.....	93,108.14
All other sources.....	20,049.53
	\$267,293.80

EXPENDITURES.	
Provisions and supplies.....	\$13,982.35
Clothing, dry goods, etc.....	1,983.95
Salaries and wages.....	28,362.89
Legal expenses.....	1,488.61
Gas.....	928.47
Repairs.....	2,775.42
Drugs and medicines.....	172.98
Fuel.....	2,319.80
Music and instruction.....	4,347.28
Furniture and fixtures.....	2,608.28
Transferred to investment fund.....	101,040.05
Bonds and mortgages bought.....	60,029.00
Assessments.....	25,345.18
All other sources.....	9,140.80
	\$254,525.06
Cash on hand September 30, 1900.....	12,768.74
	\$267,293.80

The details of these receipts and disbursements are given in the report of the Treasurer, which is appended hereto, and to which reference is respectfully made.

The Managers gratefully acknowledge the receipt during this year of the sum of four hundred and seventy-seven dollars and fifty-six cents (\$477.56) from the estate of Sarah B. Munsell, and also the sum of four thousand, three hundred and three dollars and ninety-nine cents (\$4,303.99) from the estate of Edward L. Beadle, both of which have been added to the Legacy Fund.

The following is a list of the legacies and donations which have been received by the Institution since its organization in 1831 to September 30, 1900:

Miles R. Burke.....	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland.....	300.00	Madame Jumel.....	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers.....	34.66
Elizabeth Bayley.....	100.00	Thomas Garner....	1,410.00
John Jacob Astor.....	5,000.00	Chauncey and Henry Rose..	5,000.00
William Bean.....	500.00	Elizabeth Magee.....	534.00
Peter G. Stuyvesant.....	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh.....	5,000.00	Rebecca Etting.....	100.00
Elizabeth Demilt.....	5,000.00	G. Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein.....	250.00
C. D. Betts.....	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah Wooley.	5,984.83
Sarah Bunce.....	500.00	Benjamin Nathan.....	1,000.00
Elizabeth Idley.....	196.00	Thomas M. Taylor.....	6,151.94
Samuel S. Howland.....	1,000.00	James Peter Van Horn.....	20,000.00
William Howe.....	2,985.14	Caleb Swan.....	500.00
Margaret Fritz.....	100.00	Mrs. Adeline E. Schermerhorn	10,000.00
James McBride.....	500.00	Henry H. Munsell.....	3,396.32
Charles E. Cornell.....	521.96	Thomas Chardevoyne.....	5,000.00
Charles E. Deming.....	50.00	William Dennistoun.....	11,892.77
Mrs. Dewitt Clinton.....	200.00	William B. Astor.....	5,000.00
W. Brown.....	465.00	Benjamin F. Wheelright....	1,000.00
Elizabeth Gelston.....	1,000.00	George T. Hewlett, executor	500.00
Robert J. Murray.....	500.00	Ephraim Holbrook.....	39,458.00
Seth Grosvenor.....	10,000.00	Mrs. Emma B. Corning....	5,000.00
Elijah Withington.....	100.00	Eliza Mott.....	1,475.54
Benjamin F. Butler.....	812.49	Henry E. Robinson.....	6,000.00
Frissel Fund.....	2,000.00	Caroline Goff.....	4,161.59
Simeon Sickles.....	6,561.87	Simeon Abrahams.....	5,052.70
Anson G. Phelps.....	5,675.68	Catherine O. Johnston.....	530.00
Thomas Reilly.....	2,254.84	Maria M. Hobby.....	2,509.82
Elizabeth Van Tuyle.....	100.00	Daniel Marley.....	1,749.30

Thomas Eggleston.....	\$2,000.00	J. L. of Liverpool, England.....	\$25.00
Sarah A. Riley.....	100.00	Emma Strecker.....	12,221.66
William E. Saunders.....	725.84	Eli Robbins.....	5,000.00
Thomas Eddy.....	1,027.50	Margaret Burr.....	11,011.11
Robert C. Goodhue.....	1,000.00	Mary Burr.....	10,611.11
Jonathan C. Bartlett.....	190.00	Cash.....	25.00
Stephen V. Albro.....	428.57	Julia Ann Delaplaine.....	38,842.25
George Dockstader.....	325.00	Mary Brandish.....	89.40
Mr. Roosevelt.....	10.00	Thomas W. Strong.....	1,893.00
Samuel Willetts.....	5,045.00	Maria Moffett, cash.....	8,891.21
Augustus Schell.....	5,000.00	Maria Moffett, railroad stock,	
James Kelly.....	5,000.00	par value \$4,800, net pro-	
William B. and Leonora S.		ceeds.....	3,542.00
Bolles.....	2,949.11	Maria Moffett, other stocks,	
Edward B. Underhill.....	500.00	par value.....	2,800.00
Cash (no name).....	55.00	John Vanderbilt.....	25.00
Harriet Flint.....	1,776.74	Julia L. Peyton.....	1,000.00
Harriet Gross.....	1,000.00	Amos R. Eno.....	5,000.00
Mary Hopeton Drake.....	2,340.00	Clarissa L. Crane.....	1,000.00
Mary Rogers.....	1,000.00	Leopold Boscowitz.....	1,000.00
Polly Dean.....	500.00	Emmeline S. Nichols.....	5,000.00
John Delaplaine.....	302.99	Margaret Salisbury.....	100.00
Abby A. Coates Winsor.....	1,000.00	Sarah B. Munsell.....	477.50
Maria C. Robbins.....	10,000.00	Edward L. Beadle.....	4,303.99
William Clymer.....	2,000.00		

Of the funds thus received, there are invested in New York City stock nineteen thousand dollars (\$19,000) at par value, and in bonds secured by mortgage on real estate in this city one hundred and fifty-four thousand dollars (\$154,000). A portion of these funds, amounting to ninety-four thousand, six hundred and eighty-seven dollars and twenty-five cents (\$94,687.25), is deposited at interest in the Union Trust Company.

The remainder of the fund has been applied in such ways as the Managers have thought would best promote the educational work for which the Institution was founded, and secure the financial position and the physical means which are essential to the success and stability of the Institution.

The Managers beg, respectfully, to direct the attention of the Legislature to the fact that the present per capita compensation (\$260) paid by the State, under its contract relations with this Institution for the education of State pupils, is not sufficient to meet the necessary outlay for ordinary expenses. It surely is

not the intention of the public authorities that this educational work should be undertaken on behalf of the State and continued at a loss; and yet a deficiency of more than ten thousand dollars has accrued during the last two years, and a further deficiency for the current year seems inevitable.

The Managers submit that deficiencies arising from insufficient appropriations should be made good by the State, as otherwise they must be met out of the principal of the invested legacies or by diversion of the income derived therefrom. There are, moreover, special reasons at this time why adequate appropriations should be made. The growth of business in the neighborhood in which the Institution is now located, and the constant and increasing din of traffic, both by day and by night, will render it necessary to remove the Institution to another site; the preparation of which, and the erecting of buildings thereon, will require a large outlay, towards which it is now necessary that all available income from the resources of the Institution be applied.

The Managers respectfully ask that an appropriation be made for one hundred and eighty (180) State pupils, at a per capita of \$290 per year, beginning October 1, 1900, and also that an appropriation be made to cover the following deficiencies:

For deficiency September 30, 1899.....	\$6,137.06
For deficiency September 30, 1900.....	4,309.08
	<hr/>
	\$10,446.14

This Institution is one of the oldest educational establishments in the State, and, as one of the affiliated schools of the University of the State of New York, maintains a high standard, and has a high reputation for efficiency, not only in this country, but abroad.

The Managers believe that your honorable body will recognize the important educational work that is being done by the Institution, the ultimate benefits of which accrue to the State, and will acquiesce in the recommendations herein made.

THE NEW YORK INSTITUTION FOR THE BLIND,

(Signed) WM. C. SCHERMERHORN, *President*.

F. AUGS. SCHERMERHORN, *Secretary*.

City and County of New York, ss.:

WILLIAM C. SCHERMERHORN, of said city, being duly sworn, saith: That he is President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

WILLIAM C. SCHERMERHORN.

Sworn to before me this 13th day }
of December, 1900. }

AUGUSTUS H. CARPENTER,

Notary Public, New York County.

REPORT OF THE TREASURER.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1900.

Dr.

To cash balance September 30, 1899.....	\$8,421.84
Received from:	
Legacies and donations.....	\$4,781.55
Proceeds from bonds received by legacy.....	1,004.00
State of New York.....	30,053.41
State of New Jersey.....	4,948.03
New York City.....	1,002.12
Rents.....	400.00
Music and instruction.....	1,285.09
Clothing, dry goods, etc.....	201.57
Supplies.....	125.47
Petty receipts.....	272.30
Repairs.....	30.13
New York County.....	2,643.41
Kings County, 1896.....	\$1,500.30
Kings County, 1897.....	1,811.50
Kings County, 1898.....	1,254.71
Kings County, 1899.....	1,370.19

Queens County.....	5,030.70
Richmond County.....	62.50
Rockland County.....	100.00
Manual training.....	88.18
Interest.....	1,507.15
Rebate on taxes.....	7,735.03
Rebate on taxes.....	1.05
Furniture and fixtures.....	44.74
Derived from investment fund.....	93,108.14
Bond and mortgage paid off.....	18,000.00
Stocks and bonds sold.....	77,180.00
Steward's fund.....	700.00
Tuition.....	545.00

258,871.06

\$267,293.80

Cr.

By cash paid for:	
Supplies.....	\$13,982.35
Salaries and wages.....	28,302.80
Clothing, dry goods, etc.....	1,983.05
Furniture and fixtures.....	2,608.28
Repairs.....	2,775.42
Traveling expenses.....	104.57
Legal expenses.....	1,488.61
Gas.....	928.47
Transferred to investment fund.....	101,040.05
Bonds and mortgages bought.....	60,029.00
Mount Hope assessments.....	25,345.18
Mount Hope taxes.....	6,328.05
Music and instruction.....	4,347.28
Manual training.....	505.03
Petty accounts.....	1,442.25
Drugs and medicines.....	172.08
Fuel.....	2,310.80
Steward's fund.....	700.00

254,325.06
12,708.74

Balance

New York, November 23, 1900.

The foregoing statement of Howland Davis, Treasurer, was examined by us and found to be correct.

(Signed)

(Signed)

HOWLAND DAVIS, Treasurer.

F. D. TAPPEX,

WM. C. SCHERMERHORN, } Finance Committee.

PETER MARIE,

\$267,293.80

Report of the Principal.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1900:

Number of pupils September 30, 1899.....	169
Admitted during the year.....	30
<hr/>	
Whole number instructed.....	199
Reductions	28
<hr/>	
Number September 30, 1900.....	171

The organization of the school is the same as during the previous year. The two principal departments are those of Literature and Music. The Literary department has four divisions: kindergarten, primary, secondary and manual training, the latter including domestic economy, hand and machine sewing, knitting, crocheting, embroidery and other hand-training subjects usually affiliated with primary or with high-school instruction.

The Music department has three divisions: technical, theoretical and practical. Aside from the preliminary technical training, the entire work of this department lies within the field of secondary and of higher education.

It needs no argument to prove that, in these days of specialization, high standards and strenuous effort, one who starts out with the handicap of blindness needs the best education that can possibly be given. Recognizing this fact, it has been the aim of this school to adopt the best-known methods to discover and supply new facilities, and to utilize every educational resource that will aid in achieving the desired end.

The study of language constitutes one of the chief pursuits in

school life. It is not only an important end, but is, in fact, the chief means in all educational work. The student who can see uses language in every form—spoken, written and printed—while pencil and paper, pen and ink, blackboard and chalk, together with numberless books, are all supplied free, or can be obtained at almost nominal cost. Against this array of advantages the blind primarily have spoken language only; and so in the beginning of their education the instruction was almost entirely oral. Later, punctographic hand-writing, by means of a stylet and tablet, was devised, and this gave a new and most important means of expression. The ratio of the utility of the stylus and embossing tablet to that of the slate and pencil in general school work, however, is about as one to one hundred, and hence it was not until the introduction of the typewriting machine, supplemented to a limited extent by stylet writing, that an advance upon the oral method was gained. The typewriter keyboard is readily learned, and a whole class soon acquires the means of facile expression, thus greatly increasing the amount of language work that can be done in a given time, and in such form that class papers can be readily examined and criticised by the teacher.

Plane surface writing, however, has no tangible power, and hence it is clear that the chief advantage of typewriting to the student comes from the application of his knowledge during the exercise itself, and not from any direct use he can make of the paper he has written.

Although the advantages of facile expression afforded by the typewriting machine to both teachers and pupils have been very great, it is obvious that without some means of facile tangible writing our resources would ever be incomplete and inadequate.

In addition to many other contributions which this Institution has made in promoting the education of the blind, it has overcome the last remaining difficulty mentioned above through the Kleidograph, a machine which enables the blind student to write with facility in an embossed form, readable by touch. As language is not only the foundation of education, but the

means by which all education proceeds, the important place which the Kleidograph holds will at once be appreciated. This sketch briefly outlines the stages of progress and the methods of advance in this line of our work.

During the past year our facilities in this department have been strengthened by the addition of twenty new writing machines of the letter-press type, making thirty-five in all now at command for class purposes. These, together with seventy Kleidographs, constitute an equipment unequaled by any school in the world.

The development of touch for the purpose of reading has always been a matter of deepest interest and large importance in all schools for the blind, but it has been a difficult matter to prescribe an orderly and satisfactory method for this work at all comparable with the methods pursued in teaching other subjects.

All embossed books are very expensive, and the work to be done within the period of school life is great and covers a wide field, so that it is important to attain satisfactory results within the shortest possible time.

In order to illustrate the use of the Kleidograph for touch development and for language study, and also to give information frequently called for in this respect, there is appended hereto an outline of the course of study prescribed for the Kleidograph classes.

There is also appended a manual for typewriting keyboards, together with brief suggestions, prompted by inquiries that are frequently made.

The work of the pupils under examination during the past year has been very gratifying. On Regents' examination one hundred and nine papers in thirteen different subjects have been submitted for review, and all have been accepted. In the Music department twenty-seven examinations in seven subjects were successfully passed.

Manual training, including domestic economy, has received much attention in our school, but owing to necessary differences between our own course and that of the Regents, examinations

in this subject have been impracticable for us. Recently, however, the courses in this subject have been modified, and, as much of the work is not susceptible to examination tests, merit will hereafter be determined by class credits and inspection. On this basis we may now hope to secure the credits that are given for successful work in this subject.

It gives me pleasure to express warm appreciation for the efficient and enthusiastic manner in which the teachers and officers have performed their duties, and to commend the pupils generally for good conduct, and for the cheerfulness and buoyant determination which they have exhibited in the pursuit of their studies.

In closing, I have the honor and the satisfaction to state that the John Scott Medal and Gold Premium has been awarded to me by the Franklin Institute of Philadelphia for the meritorious features exhibited in the Kleidograph and Stereograph.

Respectfully submitted,

WILLIAM B. WAIT,

Principal.

THE KLEIDOGRAPH AS A FACTOR IN THE EDUCATION OF THE BLIND.

Beyond question, the introduction of the Kleidograph marks a new period and a great advance in the education of the blind. As with the sewing machine or with the letter-press typewriter, maximum efficiency and the widest range of usefulness can only be secured through a masterful control of the mechanism and its application to all the uses to which it can possibly be applied.

To this end the following course of study for the Kleidograph is suggested for the benefit of all persons who are interested in this subject:

Exercise No. 1 relates to the first step, which is the study of the mechanical features of the Kleidograph. At the beginning it is indispensable that the teacher shall study with care the printed description, a copy of which is sent with the machine.

Exercises Nos. 2 and 3 relate to the control of the fingers in operating the keyboard. For exercises Nos. 1, 2 and 3 no paper is used, and no work should be done except as directed by the teacher.

The use of the compound keys in these exercises calls into play the constructive faculty of the learner, and requires an exercise of judgment as to the choice of fingers to be employed.

The practice of No. 3 facilitates the movement of the hand and fingers from one position to another, and cultivates the power of attention, quick decision and accuracy.

The drill under No. 4 cultivates the power of quick mental recognition of signs with accuracy and delicacy of touch.

No. 5, in addition to the foregoing, embraces drills in spelling, with neatness, accuracy and dexterity.

No. 6 adds a new factor, for while the right hand is engaged in reading from a book the left hand is occupied upon the keyboard, thus involving an intimate relation between sensation, perception and expression.

No. 7 introduces the use of capitals and punctuation, and correct usage is emphasized, because the mistakes of the pupil are easily discovered by himself and so become real to him, which they cannot be in letter-press writing.

Thus the Kleidograph becomes an interpreter to the pupil of his work on the letter-press typewriter, and leads him more readily to accept, as correct, criticism; the force of which he can hardly realize, if, indeed, he does not refer them to the fancy of the instructor.

No. 8 develops the power to remember long sentences and to reproduce them correctly and quickly. Persistence in this work increases the power of concentration and also enlarges the vocabulary.

No. 9 gives power to express thought clearly.

No. 10 imparts a knowledge of business, friendly, social and other correspondence forms much more clearly than can be gained through oral teaching, because it is acquired from one's own practice, reviewed by the sense of touch.

Nos. 11 and 12 stimulate the imagination, develop power of constructive thought and incite the pupil to apt and diversified expression.

Nos. 13 and 14 furnish mental drill in the use of words and synonyms, cultivate breadth and versatility, and tend to replace mental poverty with resourcefulness and vigor of thought and expression.

A PLAN SHOWING THE REGULAR DEVELOPMENT IN KLEIDOGRAPH WORK.

1. Examination of the Kleidograph by the pupil, accompanied with a detailed description by the teacher of the names, uses and proper operation of the several parts.
2. Teach the various positions of the left hand on the keyboard and the kind of touch required in operating the keys, fixing the attention on the action of the fingers and not on the structure of any of the signs.

3. Exercises in fingering.
 - (a) Use the same fingers in forming different letters and signs. For example, e t; a n; f u; c g; q the; h p; o s; r s; v sh; x y; etc.
 - (b) A change of one finger. For example, b the f; a o m; c k; i t e; a s d; g u w; number sign h z; j v f; th l m; r n o; s n l; p u q; sh y; etc.
 - (c) A change of two fingers. For example, b q; c u ph; f w gh; the u h; j sh; k g number sign; v u x; y f ou; etc.
4. Exercises for practice in recognition of characters (an aid in reading).
 - (a) Construction of signs of the same base, but inverted in position. Beginning with No. 4, all exercises are to be read after being written. For example, e t; a n; c w; f u; v y; j sh; b q; etc. Reversed in position, d m; r l; g q; s o; b k; c the; etc.
 - (b) Signs having different bases but similar outlines. For example, m b; d k; a f; e a; t n; n u; etc.
5. To develop skill in line spacing, replacing the carriage, etc., by using the foregoing material, copious exercises in writing words and short sentences are also introduced.
6. Copying from book.
7. The use of capitals and punctuation marks.
8. Write stories dictated by teacher.
9. Reproduction in pupil's own way of stories read by teacher.
10. Letter forms dictated.
11. Original letters.
12. Original essays.
13. Paraphrase.
14. Amplification.

MANUAL FOR TYPEWRITER KEYBOARDS.

The purchase of a typewriting machine for the use of a blind person is often the occasion of much solicitude as to how the keyboard can be learned, and the impression very generally prevails that the keys must be provided with raised letters. Lettered keys are unnecessary to the learner, whether he can see or not, and the only right way to acquire the mastery of any keyboard is to practice with unlettered keys. This is commonly known among those who can see as the "touch method," probably from the fact that one who follows this method does not depend directly upon his sight, but, rather, upon a mental picture of the keyboard represented in a diagram.

An explanation of such a diagram by one who can see, or a copy of it in New York Point Print, will enable a blind person to master the keyboard very readily. All the fingers of both hands should be used.

Beginning with the letters of most frequent occurrence, progress in acquiring the use of the alphabet, punctuation marks, numerals and other characters should be orderly and gradual. The learner should be warned not to strike a key until sure that it is the right one. From the very beginning accuracy should be the only rule. Facility depends upon practice, and is worthless without accuracy, which depends upon correct knowledge and right intention.

MANUAL FOR THE SO-CALLED UNIVERSAL KEYBOARD.

RIGHT HAND.

First finger (thumb), spacer
 Second finger, y u h j b n m 7 8 9
 Third finger, i — k
 Fourth finger, o l ,
 Fifth finger, p ;

LEFT HAND.

First finger (thumb), spacer
 Second finger, r t f g c v 4 5 6
 Third finger, e d x 2 3
 Fourth finger, w s z
 Fifth finger, q a capital or case key.

MANUAL FOR THE SCIENTIFIC KEYBOARD.

RIGHT HAND.

There are three positions :

The first has the second finger on n

The second has the second finger on c

The third has the second finger on v

The second finger operates e u l e b v

The third, fourth and fifth fingers operate the keys under them respectively

LEFT HAND.

There are three positions of the left hand, as follows :

The first has the second finger on a

The second has the second finger on f

The third has the second finger on k

The second finger operates a t f u k g

The third, fourth and fifth fingers operate the keys under them respectively

ORDER OF FINGERS.

First is the thumb.

Second is the index.

Third is the middle, etc.

DAILY PROGRAM.

A.M.—8 to 8.10.

Chapel Exercises.

8.10 to 9.

Geometry.	Piano.
Arithmetic.	Point-print music writing.
Advanced English.	Organ.
Geography.	Piano tuning.
Reading.	Cane seating.
Kindergarten.	Sewing, knitting, etc.

9 to 9.30.

Arithmetic.	Organ.
Physiology and Hygiene.	Piano.
Kleidograph.	Harmony.
Nature study.	Piano tuning.
Geography.	Mattress making.
Kindergarten.	Sewing, knitting, etc.
	Cane seating.

9.30 to 10.

Recess.

10 to 10.45.

Arithmetic.	Piano.
United States history.	Organ.
Geography.	Piano tuning.
Kindergarten.	Cane seating.
Sewing, knitting, etc.	Mattress making.
	Music history.

10.45 to 11.30.

Arithmetic.	Piano.
Civics.	Piano tuning.
Elementary English	Mattress making.
Kindergarten.	Cane seating.
Language lessons.	Sewing, knitting, etc.
Geography.	

11.30 to 11.45.

Recess.

11.45 to 12.45.

Arithmetic.	Piano.
Geography.	Organ.
Typewriting.	Piano tuning.
Calisthenics.	Elementary harmony.
Kindergarten.	Cane seating.
Mattress making.	Knitting, sewing, etc.

P.M.—1.45 to 2.30.

Senior singing class.	Piano.
Junior singing class—girls' division.	Piano tuning.
Typewriting.	Cane seating.
Hand knitting.	Mattress making.
Crocheting.	Machine sewing.

2.30 to 3.15.

Junior singing class—boys' division.	Piano.
Elementary English.	Organ.
Reading.	Harmonic notation.
Spelling.	Piano tuning.
Home science.	Crocheting.
Mattress making.	Hand sewing.
Cane seating.	Typewriting.
Machine sewing.	

3.15 to 3.30.

Recess.

3.30 to 4.15.

English history.	Piano.
Reading.	Organ.
Spelling.	Mattress making.
Typewriting.	Cane seating.
Home science.	Hand knitting.
Piano tuning.	Machine sewing.
Kindergarten.	Hand sewing.

4.15 to 5.

Kindergarten.	Organ.
Spelling.	Piano.
Typewriting.	Cane seating.
Home science.	Hand sewing.
Piano tuning.	Machine sewing.
Hand knitting.	Crocheting.

Except from 6 to 6.30, the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study and the practice of music.

REGENTS REQUIREMENTS.

FROM THE SYLLABUS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

Below is a complete table, grouped according to cognate relations, of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses of the 586 academies of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject. Subjects in *italics* are those in which examinations are held in June only.

Those who pass successfully in any of the following five parallel courses will receive half credit for the second part:

- 1 3d-year English or English literature and American literature.
- 2 2d-year Latin or Cæsar.
- 3 3d-year Latin or Virgil's *Æneid*.
- 4 2d-year Greek or *Anabasis*.
- 5 3d-year Greek or Homer's *Iliad* and twenty weeks of equal grade.

GROUP 1.

LANGUAGE AND LITERATURE—ENGLISH.

4 English, 1st year (<i>a</i>).	2 Rhetoric.
4 English, 2d year (<i>a</i>).	2 English literature.
4 English, 3d year (<i>a</i>).	2 American literature.
2 Advanced English.	2 English reading.
2 English composition.	

SPECIAL READING COURSES.

2 English selections.	1 <i>German classics in English.</i>
2 <i>English prose.</i>	1 <i>French classics in English.</i>
2 <i>English poetry.</i>	1 <i>Latin classics in English.</i>
2 American selections.	1 <i>Greek classics in English.</i>

MODERN FOREIGN.

4 German, 1st year.	4 French, 1st year.
4 German, 2d year.	4 French, 2d year.
4 German, 3d year.	4 French, 3d year.

ANCIENT.

- | | |
|---------------------------------|---------------------------------|
| 4 Latin, 1st year (<i>b</i>). | 1 <i>Virgil's Eclogues</i> . |
| 4 Latin, 2d year (<i>c</i>). | 1 Latin composition. |
| 4 Cæsar's Commentaries. | 4 Greek, 1st year (<i>b</i>). |
| 4 <i>Latin, 3d year (c)</i> . | 4 <i>Greek, 2d year (c)</i> . |
| 2 <i>Sallust's Catiline</i> . | 4 Xenophon's Anabasis. |
| 2 Cicero's Orations. | 2 Homer's Iliad. |
| 1 <i>Ovid's Metamorphoses</i> . | 4 <i>Greek, 3d year (c)</i> . |
| 4 Virgil's Æneid. | 1 Greek composition. |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|---------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 1 Plane trigonometry. |
| 2 Advanced algebra. | 1 <i>Spheric trigonometry</i> . |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------------|----------------------|
| 2 Astronomy. | 2 Chemistry, part 1. |
| 2 Physics, part 1. | 2 Chemistry, part 2. |
| 2 Physics, part 2. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical Geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and Hygiene. |
| 2 Zoology. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|---------------------------|---|
| 2 General History. | 2 <i>Advanced U. S. History</i> . |
| 1 Greek History. | 2 <i>First reading course in U. S. History</i> . |
| 1 Roman History. | 2 <i>Second reading course in U. S. History</i> . |
| 2 English History. | 2 New York History. |
| 2 <i>French History</i> . | 2 Civics. |
| 2 U. S. History. | 2 Economics. |

GROUP 5.

OTHER STUDIES.

- | | |
|--------------------------------------|-------------------------|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 1 Stenography, 100 words per minute. | 2 <i>Home Science</i> . |
| 1 Stenography, 125 words per minute. | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced Drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches. Counts.</i>	
English.....	17	36
German.....	3	12
French.....	3	12
Latin.....	10	27
Greek.....	6	19
Mathematics.....	7	16
Science.....	10	20
History, etc.....	12	22
Other studies.....	7	12
	75	176

(a) Offered as a substitute for all other English branches, except the special reading courses. No extra counts will be given to those who pass both in first and second year English, and in advanced English, English composition, rhetoric and English reading.

(b) In first-year Latin and Greek candidates may take the separate examination or defer it and receive 8 counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for first-year's work, and to take a separate examination in Cæsar or Anabasis rather than have 8 counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar and Greek; second year as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) Psychology and ethics will hereafter be given in the higher examinations, but they may be credited at 2 counts each for academic credentials, with a note that they are higher, not academic, studies.

Subjects in the extension and professional groups do not count for academic credentials, and are not given in the above list.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken. Advanced students who have come from other States, or who for other reasons have not passed in elementary subjects, may take them at any time; *e. g.*, arithmetic after algebra or geometry, English composition after rhetoric, etc.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause. Studies necessary to obtain any credential may be passed at different examinations.

Seventy-five per cent. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents Office, and all papers below standard will be returned to the candidates. For those accepted pass cards will be issued.

CANDIDATES not attending schools in which Regents examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the examination department.

SAMPLE PAPERS.—Calls for sample examination papers grew so burdensome that further free distribution became impracticable. All the papers of the year are mailed in paper covers for twenty-five cents, or bound for fifty cents. Unbound sample papers, not including more than ten subjects, may be had for ten cents.

UNIVERSITY CREDENTIALS.

1. PASS CARD.—Any study.

2. PRELIMINARY (PREACADEMIC) CERTIFICATES.—Reading, Writing, Spelling, Elementary English, Arithmetic, Geography.

3. ACADEMIC CERTIFICATES.—All preliminaries and the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of the first 24, 36, and 48 counts are in English.

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

FIRST-YEAR CERTIFICATE.—No certificate is issued for 12 counts unless it includes first-year English (English composition and 2 other English counts), or the first year in any foreign language may be substituted for first-year English in the first-year certificate, United States History and Drawing, and either 4 counts in Mathematics or Physiology and Hygiene and 2 optional counts.

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8, are in English, and not less than 6 each from the second, third and fourth groups.

CLASSICAL ACADEMIC DIPLOMA.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Cæsar, or second-year Latin, Cicero, Virgil, Latin Composition, first-year Greek, Xenophon, or second-year Greek, Iliad, Greek Composition, Greek History, Roman History.

ADVANCED DIPLOMA.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24, or 36, etc., counts in addition. On its face are specified the total counts (which must be in even twelves) that give it its name: *i. g.*, one holding an academic diploma and earning 24 extra counts will receive a six-year advanced academic diploma instead of a six-year certificate, which is less prized, because it might be secured by one who had not taken a balanced course, and had, perhaps, omitted entirely one, or even two, of the great groups of studies.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned with honor, and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Pass cards are issued for any one or more branches passed, but diplomas and certificates will be issued only for the number of studies prescribed, which is always in even year's work; *i. e.*, in multiples of 12 counts. Holders of

diplomas may have studies passed later recorded on the back, or, by special request, on the face, but such indorsements will not be made on certificates.

Duplicate Credentials.—Any certificate or diploma will be issued free on application to any student whose record shows that he has passed all the subjects required for that credential, provided that he has not less than 12 counts not included in the highest credential previously issued. If he wishes to complete a series, by securing any lower credentials earned but not previously issued, he must pay a fee of twenty-five cents each, the same as for duplicate credentials. The University issues free only the highest credential which the candidate has earned.

SUMMARY.—The system of credentials now laid out provides for three distinct records: 1, subjects taken; 2, quantity; 3, quality; *i. e.*, what has been studied, how much and how well. The academic diploma specifies the subjects pursued. The five-year, six-year, etc., "advanced" diplomas specify extra quantity. The honor diplomas specify extra quality in the work done. Thus the academic diploma shows the class of subjects taken, the quantity to be 48 counts, the quality to be 75 per cent. or better. The "five-year advanced academic diploma with honor" shows the subjects taken, that in quantity it was 12 counts more than the regular, and that in quality the standing was at least 90 per cent. in three-fourths of the counts.

INSTRUCTION TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner:

I now, at the close of the examination (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them.

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected. Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula "I do so declare," followed by their signature.

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents examination till admitted by special permission from the University on written application to the Secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both

sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines: 1, subject; 2, date; 3, place; 4, name, *e. g.*:

Arithmetic.....Albany High School.

June 14, 1898.....James Burns.

OUTLINE OF MUSIC STUDIES.

FROM THE SYLLABUS OF THE AMERICAN COLLEGE OF MUSICIANS.



NOTATION.

The staff; meter; rhythm; F, G, and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relation of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—1. Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavichord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music, the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon the keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulation by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishments; harmonic embellishments; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts; one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts; all classes, as in first year. Four parts; all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation, canon. In addition to the study of examples, the student must prepare original exercises throughout the course. Fugue, the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciations. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc,

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form; theme and variations, etude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo; first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata; principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments; theoretic work; finale, higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ESTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; esthetic value of regular, displaced and syncopie accent; phrasing; characteristic accents; national and individual; melodic accents; thematic accent by transformations; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniments; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

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SIXTY-SIXTH

ANNUAL REPORT OF THE MANAGERS

OF



THE NEW YORK
INSTITUTION FOR THE BLIND

FOR THE

YEAR ENDING SEPTEMBER 30, 1901.



No. 412 NINTH AVENUE,

NEW YORK CITY.

SIXTY-SIXTH

ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1901.

Lux Oritur:

"And I will bring the blind by a way they know not; I will lead them in paths they have not known; I will make darkness light before them."—ISAIAH xiii, 16.

NEW YORK:

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1902.

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Craven, Alfred W.....	1854-1861	Hoyt, Charles.....	1835-1839
Crosby, John P.....	1841-1859	Hutchins, Waldo.....	1860-1867
Crosby, William B.....	1831-1833	Irving, John Treat.....	1863-1896
Crosby, William H.....	1835	Jenkins, Thomas W.....	1831-1836

- Jones, Edward.....1843-1850
 Jones, George F..... { 1850-1859
 } 1865
 Jones, William P.....1846-1849
 Kane, John L.....1881-1901
 Kennedy, James Lenox.....1860-1864
 Ketchum, Hiram.....1831-1838
 Ketchum, Morris.....1831-1837
 King, Edward.....1884-1893
 King, John A.....1848-1854
 Kingsland, Ambrose C.....1889-1890
 Kissel, Gustav E.....1891-1901
 Lee, Gideon.....1831-1836
 Lord, James Cooper.....1862-1864
 Lyons, Stephen.....1834-1836
 Mandeville, William.....1836-1837
 Marié, Peter.....1870-1901
 Marsh, James.....1842-1852
 Marshall, Charles H.....1892-1901
 McLean, James M.....1862-1890
 Miller, Franklin.....1833-1835
 Miller, Sylvanus.....1831-1832
 Moore, Clement C.....1840-1850
 Mott, Samuel F.....1831
 Murray, Hamilton.....1842-1847
 Murray, Robert J.....1839-1858
 Myers, T. Bailey.....1862-1887
 Nevins, Rufus L.....1831-1832
 Norton, Charles B.....1859-1861
 Noyes, William Curtis.....1855-1859
 Oakley, Charles.....1835
 Ogden, Gouverneur M.....1851-1857
 Ogden, John D., M.D.....1853-1855
 Olyphant, D. W. C.....1840
 Olyphant, G. T.....1855-1857
 Patterson, Matthew C.....1831-1833
 Peabody, George L., M.D...1891-1901
 Phelps, Anson G.....1834-1855
 Potter, Clarkson N.....1863-1866
 Price, Thompson.....1831-1840
 Prime, Temple.....1878-1887
 Remsen, Henry.....1831-1832
 Rhinelander, Frederick W...1874-1901
 Rhoades, J. Harsen.....1869-1872
 Robbins, Chandler.....1875-1901
 Robbins, George A.....1889-1895
 Roome, Edward.....1837-1845
 Russ, John D., M.D.....1833-1834
 Rutherford, Lewis M.....1858-1861
 Schell, Augustus.....1849-1883
 Schell, Edward.....1885-1893
 Schermerhorn, Alfred.... { 1862-1865
 } 1867-1868
 Schermerhorn, E. H.....1841-1842
 Schermerhorn, E. Augs....1870-1901
 Schermerhorn, Peter Augs...1839-1845
 Schermerhorn, William C...1866-1901
 Schuyler, Philip.....1878-1898
 Seton, Samuel W.....1837
 Sheldon, Frederick.....1874-1901
 Sheldon, Henry.....1846-1854
 Smith, Floyd.....1844-1848
 Smith, Gouverneur M., M.D.1893-1898
 Soley, James Russell.....1900-1901
 Spring, George.....1833-1835
 Steel, Jonathan D.....1833
 Stout, Francis A.....1867-1892
 Strong, Charles E.....1875-1887
 Stuyvesant, John R.....1831-1840
 Suydam, D. Lydig.....1861-1884
 Suydam, Lambert.....1841-1842
 Tallmadge, Henry F.....1839-1841
 Tappen, Frederick D.....1897-1901
 Thomas, Henry.....1831-1834
 Thompson, Martin E.....1839
 Thurston, William R.....1846-1851
 Titus, Peter S.....1836
 Tomes, Francis.....1859-1860
 Tompkins, Daniel H.....1860-1874
 Travers, William R.....1860
 Trulock, Joseph.....1836-1840
 Tuckerman, Charles K.....1860-1867
 Van Rensselaer, Alex.... { 1862-1865
 } 1867-1877
 Van Rensselaer, Henry.....1858-1860
 Walker, John W.....1833-1839
 Walsh, A. R.....1842-1850
 Warren, James.....1856-1859
 Wheelock, George G., M.D.1898-1901
 Whitewright, William.....1866-1898
 Whittemore, William T.....1843-1845
 Winthrop, Egerton L., Jr...1901
 Wood, Edward.....1852-1861
 Wood, Isaac, M.D.....1837-1859
 Wood, John.....1842-1850
 Wood, Samuel.....1831-1836

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1901
Schell, Augustus.....	1863-1883	Schermerhorn, F. Augs.....	1901

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1901
Beadle, Edward L.....	1861-1862		

TREASURERS.

Bolton, Cartis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1901
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1836-1839	Schermerhorn, F. Augs.....	1884-1901
	{ 1841-1859	Marshall, Charles H.....	1901

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1901
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.



Russ, John D., M.D.	1832-1834	Boggs, William.	1843-1845
Office unfilled.	} 1835 and part of 1836	Chamberlain, James F.	1846-1852
Jones, Sila.		Cooper, T. Golden.	1853-1860
Vroom, Peter D., M.D.	1841-1842	Rankin, Robert G.	1861-1863
		Wait, William B.	1863-1901

BOARD OF MANAGERS.

1901.

	<i>Terms of continuous service.</i>
* WILLIAM C. SCHERMERHORN,	Since 1866
FREDERICK AUGUSTUS SCHERMERHORN, “	1870
PETER MARIÉ, “	1870
FREDERICK W. RHINELANDER, “	1874
FREDERICK SHELDON, “	1874
CHANDLER ROBBINS, “	1875
JOHN I. KANE, “	1881
GUSTAV E. KISSEL, “	1891
JOHN M. BOWERS, “	1891
GEORGE L. PEABODY, M.D., “	1891
CHARLES H. MARSHALL, “	1892
HOWLAND DAVIS, “	1894
WILLIAM A. DUER, “	1894
WILLIAM G. HAMILTON, “	1894
WILLIAM W. APPLETON, “	1896
FREDERICK D. TAPPEN, “	1897
D. MAITLAND ARMSTRONG, “	1898
GEORGE G. WHEELOCK, M.D., “	1898
CHARLES S. FAIRCHILD, “	1899
JAMES RUSSELL SOLEY, “	1901
EGERTON L. WINTHROP, JR., “	1901

* Resigned.

OFFICERS OF THE BOARD.

WILLIAM C. SCHERMERHORN,	}	. . . . . <i>Presidents.</i>
F. AUGS. SCHERMERHORN,		
PETER MARIÉ,		<i>Vice-President.</i>
F. AUGS. SCHERMERHORN,	}	. . . . . <i>Recording Secretaries.</i>
CHARLES H. MARSHALL,		
FREDERICK SHELDON,		<i>Corresponding Secretary.</i>
HOWLAND DAVIS,		<i>Treasurer.</i>

STANDING COMMITTEES.

Committee on finance.

FREDERICK D. TAPPEN, JOHN M. BOWERS,
CHARLES S. FAIRCHILD.

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON, CHARLES H. MARSHALL,
JOHN I. KANE, WILLIAM A. DUER,
 GEORGE G. WHEELLOCK, M.D.

Committee on Education.

CHANDLER ROBBINS, WILLIAM W. APPLETON,
GEORGE L. PEABODY, M.D., D. MAITLAND ARMSTRONG.

Committee on Manual Training.

FRED'K W. RHINELANDER, GUSTAV E. KISSEL,
WILLIAM G. HAMILTON, F. AUGS. SCHERMERHORN.

FACULTY.

WILLIAM B. WAIT, *Principal.*

Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
WALTER S. BENNETT,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	MARGARET A. MACANN,
GEORGIA T. SCHOONMAKER,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	JEAN Y. AYER.

Music Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
CLARA STODDARD.	

Tuning.

HENRY COFFRE.

Kindergarten.

NAOMI BOOMHOUR.

Manual Training and Home Science.

ANNIE A. HAMLIN,	MARY B. SCHOONMAKER,
RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK,
JENNIE AGNEW.	

Administrative Department.

DWIGHT L. HUBBARD, M.D.,	<i>Attending Physician.</i>
WILLIAM H. HARRISON,	<i>Steward.</i>
LOANNA A. HASKELL,	<i>Matron.</i>
L. ADELLE ROGERS,	<i>Matron.</i>
ZOE KNAPP,	<i>Librarian and Stenographer.</i>
JEANIE N. GOODSPEED,	<i>Accountant.</i>
ALICE HATCHMAN,	<i>Assistant.</i>
HANNAH M. RODNEY,	<i>Assistant.</i>
ANNA M. SHERIDAN,	<i>Assistant.</i>

SIXTY-SIXTH ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York:

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1901.

The whole number of pupils during the past year was 173.

The report of the Principal, which is annexed, gives interesting details relating to the education of the blind.

The following is a statement of the moneys received and expended:

CURRENT ACCOUNT.

Balance September 30, 1900.....	\$12,768.74
Current receipts	73,694.73
	<hr/> \$86,463.47
Current expenditures	76,415.79
Cash balance September 30, 1901	10,047.68
	<hr/> \$86,463.47

INVESTMENT FUND ACCOUNT.

Balance September 30, 1900.....	\$94,687.25
Receipts—	
Legacies and donations.....	12,015.00
Mortgage investment paid off	10,000.00
All other sources (including real estate sold).....	19,441.86
	<hr/> \$136,144.11
Payments—	
Assessments	8,878.67
Taxes	5,855.29
Legal expenses	1,754.92
Balance September 30, 1901.....	119,655.23
	<hr/> \$136,144.11

LIBRARY FUND.

Balance September 30, 1900.....	\$2,400.00
Interest and cash received	139.87
	<hr/> \$2,539.87
Balance September 30, 1901.....	<hr/> \$2,539.87

The Treasurer's statement, which is annexed, gives a detailed account of the current receipts and expenditures.

The Managers gratefully acknowledge the receipt during the year of ten thousand dollars, given by Mr. William C. Schermerhorn, two thousand dollars from the estate of Cecelia J. Loux, and fifteen dollars from Mrs. E. Douglas Smith, all of which sums have been added to the Legacy and Donation Fund.

The following is a list of the legacies and donations which have been received by the Institution since its organization in 1831 to September 30, 1901:

Miles R. Burke.....	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland.....	300.00	Madame Jumel.....	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers.....	34.66
Elizabeth Bayley.....	100.00	Thomas Garner.....	1,410.00
John Jacob Astor.....	5,000.00	Chauncey and Henry Rose..	5,000.00
William Bean.....	500.00	Elizabeth Magee.....	534.00
Peter G. Stuyvesant.....	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh.....	5,000.00	Rebecca Elting.....	100.00
Elizabeth Demilt.....	5,000.00	G. Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein.....	250.00
C. D. Betts.....	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah Wooley.	5,984.83
Sarah Bunce.....	500.00	Benjamin Nathan.....	1,000.00
Elizabeth Idley.....	196.00	Thomas M. Taylor.....	6,151.94
Samuel S. Howland.....	1,000.00	James Peter Van Horn.....	20,000.00
William Howe.....	2,985.14	Caleb Swan.....	500.00
Margaret Fritz.....	100.00	Mrs. Adeline E. Schermerhorn	10,000.00
James McBride.....	500.00	Henry H. Munsell.....	3,396.32
Charles E. Cornell.....	521.96	Thomas Chardevoyne.....	5,000.00
Charles E. Deming.....	50.00	William Dennistoun.....	11,892.77
Mrs. Dewitt Clinton.....	200.00	William B. Astor.....	5,000.00
W. Brown.....	465.00	Benjamin F. Wheelright....	1,000.00
Elizabeth Gelston.....	1,000.00	George T. Hewlett, executor	500.00
Robert J. Murray.....	500.00	Ephraim Holbrook.....	39,458.00
Seth Grosvenor.....	10,000.00	Mrs. Emma B. Corning.....	5,000.00
Elijah Withington.....	100.00	Eliza Mott.....	1,475.54
Benjamin F. Butler.....	812.49	Henry E. Robinson.....	6,000.00
Frissel Fund.....	2,000.00	Caroline Goff.....	4,161.59
Simeon Sickles.....	6,561.87	Simeon Abrahams.....	5,052.70
Anson G. Phelps.....	5,675.68	Catherine O. Johnston.....	530.00
Thomas Reilly.....	2,254.84	Maria M. Hobby.....	2,509.82
Elizabeth Van Tuyle.....	100.00	Daniel Marley.....	1,749.30

Thomas Eggleston.....	\$2,000.00	Emma Strecker.....	\$12,221.66
Sarah A. Riley.....	100.00	Eli Robbins.....	5,000 00
William E. Saunders.....	725.84	Margaret Burr.....	11,011.11
Thomas Eddy.....	1,027.50	Mary Burr.....	10,611.11
Robert C. Goodhue.....	1,000.00	Cash.....	25.00
Jonathan C. Bartlett.....	190.00	Julia Ann Delaplaine.....	38,842.25
Stephen V. Albro.....	428.57	Mary Brandish.....	89.40
George Dockstader.....	325.00	Thomas W. Strong.....	1,893.00
Mr. Roosevelt.....	10.00	Maria Moffett, cash.....	8.891.21
Samuel Willetts.....	5,045.00	Maria Moffett, railroad stock, par value \$4,800, net pro-	
Augustus Schell.....	5,000.00	ceeds.....	3,542.00
James Kelly.....	5,000.00	Maria Moffett, other stocks, par value.....	2,800.00
William B. and Leonora S. Bolles.....	2,949.11	John Vanderbilt.....	25.00
Edward B. Underhill.....	500.00	Julia L. Peyton.....	1,000.00
Cash (no name).....	55.00	Amos R. Fno.....	5,000.00
Harriet Flint.....	1,776.74	Clarissa L. Crane.....	1,000.00
Harriet Gross.....	1,000.00	Leopold Boscowitz.....	1,000.00
Mary Hopeton Drake.....	2,340.00	Emmeline S. Nichols.....	5,000.00
Mary Rogers.....	1,000.00	Margaret Salisbury.....	100.00
Polly Dean.....	500.00	Sarah B. Munsell.....	477.56
John Delaplaine.....	302 99	Edward L. Beadle.....	4,303.99
Abby A. Coates Winsor....	1,000.00	Mrs. E. Douglas Smith....	15.00
Maria C. Robbins.....	10,000.00	Wm. C. Schermerhorn.....	10,000.00
William Clymer.....	2,000.00	Cecilia J. Loux.....	2,000.00
J. L. of Liverpool, England.	25.00		

Of the funds thus received, there are invested in New York City stock nineteen thousand dollars (\$19,000) at par value, and in bonds secured by mortgage on real estate in this city one hundred and forty-four thousand dollars (\$144,000). A portion of these funds, amounting to one hundred and nineteen thousand six hundred and fifty-five dollars and twenty-three cents (\$119,655.23), is deposited at interest in the Union Trust Company.

The remainder of the fund has been applied in such ways as the Managers have thought would best promote the educational work for which the Institution was founded, and secure the financial position and the physical means which are essential to the success and stability of the Institution.

In their report for 1900 the Managers called your attention to the fact that the rate of two hundred and sixty dollars (\$260) yearly for each State pupil was not sufficient to meet the necessary expense incurred in the education and support of the

pupils and asked that the per capita compensation be raised to two hundred and eighty dollars (\$280). The reasonableness of the request was recognized by the Legislature, and the appropriation suggested was made.

A like sum of two hundred and eighty dollars (\$280) per capita for one hundred and eighty State pupils will be required for the ensuing year.

It should be stated that while two hundred and eighty dollars (\$280) will more nearly meet the necessary outlay, it will still be barely sufficient. As has been pointed out in our previous reports, the future welfare of the Institution requires that the income from its invested funds should not be used to make up deficiencies arising because of insufficient compensation received in respect of the State pupils, but should be allowed to accumulate for use in connection with the prospective removal of the establishment to a new site. Such removal will probably be necessary before very long, and will tax the resources of the Institution to the utmost.

With very great regret the Managers announce the retirement, in April last, of Mr. William C. Schermerhorn from the Board, after a continuous service of thirty-five years.

Mr. Schermerhorn was elected a Manager in 1866. In 1868 he became corresponding secretary, and served in that capacity until 1870. In 1894 he was chosen Vice-President, and on the retirement of Mr. John T. Irving, in 1896, he was chosen President of the Institution.

Through his whole term Mr. Schermerhorn served on one or more of the active Committees of the Board, always taking deep interest in its work, and contributing freely from the resources of his wide experience and mature judgment to the administration of its affairs. His retirement from active participation in the management of the Institution was made necessary by the condition of his health.

The Managers have recently made an important forward movement by opening, in a modest way, a permanent Library Fund for the maintenance and extension of our library of embossed books.

No part of the vast contributions that have been, and are constantly being made, for the establishment of libraries of letter press books is directly available to the blind. While so much is being done in all other directions, something ought also to be done to enlarge and maintain the library of this school, and the fund has been established as the best means of securing this end. The amount of the fund is now two thousand five hundred and thirty-nine dollars and eighty-seven cents (\$2,539.87), and it is confidently hoped that at no distant day it will be made sufficient for the purpose in view.

All of which is respectfully submitted,

THE NEW YORK INSTITUTION FOR THE BLIND,

(Signed) F. AUGS. SCHERMERHORN, *President.*

(Signed) CHARLES H. MARSHALL, *Secretary.*

City and County of New York, ss.:

F. AUGS. SCHERMERHORN, of said city, being duly sworn, saith: That he is the President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

(Signed) F. AUGS. SCHERMERHORN.

Sworn to before me this 18th day }
of December, 1901. }

(Signed) HURLBERT PECK,

Notary Public, New York County.

REPORT OF THE TREASURER.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1901.

<i>Dr.</i>		<i>Cr.</i>	
CURRENT FUND.			
Balance, September 30, 1900.....	\$12,768.74		
Received from :			
Legacies and donations.....	\$15.00	Supplies.....	\$12,417.64
State of New York.....	38,189.57	Salaries and wages.....	28,312.15
State of New Jersey.....	8,053.48	Clothing, dry goods, etc.....	2,439.39
New York City.....	2,258.86	Furniture and fixtures.....	5,121.30
Rents, Mount Hope.....	400.00	Repairs and Improvements.....	2,543.24
Music and instruction.....	583.29	Traveling expenses.....	203.94
Clothing, dry goods, etc.....	106.22	Legal expense.....	2,029.22
Supplies.....	163.32	Gas.....	1,267.34
Petty receipts.....	5.25	Transferred to Investment fund.....	15.00
Repairs and Improvements.....	2.30	Music and instruction.....	3,279.03
New York County.....	1,653.53	Assessments, Mount Hope.....	8,878.67
Kings County.....	796.85	Taxes, Mount Hope.....	5,855.29
Queens County.....	90.01	Manual training.....	472.65
Richmond County.....	60.00	Petty account.....	1,250.40
Westchester County.....	88.25	Drugs and medicines.....	43.58
Debenture Bond.....	140.00	Fuel.....	1,886.95
Interest.....	2,189.50	Steward's fund.....	700.00
Manual training.....	1,327.79		
Investment fund.....	16,488.88		
Steward's fund.....	700.00		
Tuition.....	275.00		
Furniture and fixtures.....	17.69		
		Balance	76,415.79
			10,047.68

New York, November 20, 1901.

The foregoing statement of Howland Davis, Treasurer, has been examined by us and found to be correct.

(Signed)

F. D. TAPPEN,
C. S. FAIRCCHILD,

HOWLAND DAVIS, Treasurer,
Finance Committee.

\$86,493.47

Report of the Principal.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1901:

Number of pupils September 30, 1900.....	171
Admitted during the year.....	35
	<hr/>
Whole number instructed.....	206
Reductions	33
	<hr/>
Number remaining.....	173

During this past year our school work has been conducted on the customary lines, always keeping in view, however, any possible improvement in the subjects chosen for our educational work as well as the addition of appliances and the perfecting of methods.

It is now more than a hundred years since Haüy announced his belief in the possibility of educating the blind, and devoted his life and his talents to the work. During this time the potency and value of Haüy's idea have been widely recognized, and many schools have been established in Europe, in both the American continents, in Australasia, India, Korea, China and Japan.

In the United States the first two schools were opened in 1832, and the number now is thirty-seven. Two States, New York and Pennsylvania, each have two schools. Of the entire number, thirty-one are State schools, properly belonging to the public school system, while six are incorporated bodies, each having a strictly educational purpose and character.

After more than a hundred years of experience, it may be inferred that all the important questions connected with this work have been settled. Such, however, is not the case, for while great advances have been made in the solution of many of the primary questions, still hardly one of them has been more than partially settled. In many instances that which is pending is the most important part.

That blind children are capable of receiving, and are entitled to, the benefits of a liberal education has been long admitted. But their status, while receiving such education, and the status of the schools in which they are educated, has not been rightly settled, except in a very few instances. This question of status has been evolved from the development of the administrative departments of the State government, and could not have been foreseen. It first came up in 1875 in Massachusetts, when, by legislative enactment, the Perkins Institution was placed under the exclusive jurisdiction of the Department of Education, and blind children were given the same status as other children. This act placed that Institution, with all its incidental features, under the sole supervision of the educational authorities of the State. The action was due in the main to the wisdom and foresight of Dr. Samuel G. Howe, who was then president of the Perkins Institution, and also president of the Massachusetts State Board of Charities.

More recently, West Virginia and California have followed Massachusetts in this matter, and, wherever this question may arise, any other disposition of it will impose a most serious obstacle to the success of the work and to the welfare of the children.

The admission and instruction of adults and children in the same school is a subject of much importance. This practice can only be justified on the supposition that blindness, in some mysterious way, eliminates the difference that otherwise exists between adults and children, and brings them upon a common plane so that they may mingle together, without detriment, in the close relationship which exists in a residential school. Blindness, however, has no such leveling effect, but, on the

contrary, it strongly emphasizes the distinctions and incongruities that distinguish minors and adults. If adults are to be instructed, moral and social, no less than educational, considerations require that the work should be done in schools separate from those devoted to children.

Closely related to the question last considered is that of industries or trades in connection with the school. The vocation of a skilled trade belongs to the period of maturity, and it follows that if adults are admitted to the school with minors, a strong inducement is at once furnished for the establishment of a trade school and manufacturing department, while, on the other hand, the existence of such a department opens the way for the admission of adults to be trained to work in it. There are as many adult females as males who are blind, and together they number approximately five times as many as the minor classes. The industrial feature, therefore, tends to become dominant, and unavoidably imparts an element of commercialism to the school, so that money-getting becomes the chief desire of the adults, who accordingly prefer shop work to the mental exercises and more strict discipline of the class room. This feeling is shared also by the younger pupils, and their interest is diverted from study and is directed towards earning money rather than towards mental development and the acquisition of knowledge.

At the end of their term pupils will not be found to have either the means or the general qualifications necessary to begin business in the trade at which they have worked, and to conduct it successfully against the competition of sight and machinery with which they must contend. A fairly good understanding of the situation will usually be gained by the pupils before the close of their school period, and at graduation they are likely to feel, not unnaturally, that they should be furnished with remunerative employment.

The schools in Boston, Philadelphia and New York City have each had a long, trying and costly experience in this matter, due, no doubt, to the necessity, as it at first appeared, of following closely and persistently the course of their prototypes in

Europe. The results in each of the three experiments are conclusive and may be summarized as follows:

It was found that the prime and essential work of education was subordinated to the conditions created and the demands made by the industries.

The morale of the school was greatly impaired. The younger pupils were unduly influenced by the adults, whose mental attitudes, dispositions and physical habits were often taken up by the younger pupils, making them in greater or less degree the echoes and shadows of the older ones. Instead of a sense of self-reliance, there was developed a feeling of meritorious and, therefore, deserving dependence, which it was felt to be somebody's duty to recognize and provide for.

The trades were never self-sustaining, and constant and large demands were made not only on the income but on the capital, thus impairing the efficiency of the educational work and the financial stability of the institution. Finally it became necessary to abandon the industrial experiment in order to save the institutions for the strictly educational work for which they were established.

Looking to any lasting good conferred upon the pupils through the training in trades, by making them self-reliant and desirous to be self-supporting, the experiment was practically void of results.

From the foregoing the conclusion is clear that trades or industries cannot be properly combined with ordinary educational work in a school of this kind. If trades are to be taught and industries are to be carried on, they should be taken up after school studies have been completed, and in a place far removed from the school proper.

It would seem that this question might everywhere be considered as settled, and so it doubtless would be if the facts were everywhere known to everybody. New men are constantly entering this field who have had no opportunities to inform themselves on all the important points of policy and practice as taught by experience, and as history repeats itself in this as in other matters, they naturally offer suggestions, propound theo-

ries, and devise plans and methods similar to, and, it may be, identical with those put forth by earlier workers, and which, upon trial, have been laid aside or developed into something more perfect and practical. This fact furnishes the reason for the comments upon the question of trades.

One other question may be here considered, namely, whether the standards and tests applied in public schools are not equally applicable in schools for the blind.

For a great part of the time since this work was begun the schools were small, pupils were few in number and difficult to grade, because of the difference in age and the period of blindness. Books, appliances, experienced teachers and determinate methods were for a long time lacking. Obviously, such results as were obtained under these conditions could not be properly gauged by extraneous standards. Now, however, nearly all the schools throughout the country are well organized and equipped, the courses of study are graded, and everywhere the work is being done with earnest and honest purpose. Furthermore, we claim for our schools the recognition accorded to other educational institutions. We are striving, through education, to inspire our pupils with hope, courage and self-respect; to bring them into active touch with the world, and teach them how to overcome the tendency to inactivity and seclusion to which blindness gives rise.

It is now ten years since we introduced Regents examinations as a means for better accomplishing these ends, and the results have been both gratifying and beneficial.

Three of these examinations, uniform in all respects, are held each year. Each one supplies a new objective point in each subject to be striven for by the pupils, and furnishes a stimulus and spirit of emulation which prevent teachers and pupils from falling into a state of chronic complacency which otherwise is difficult to avoid.

They offer an excellent method of appraising the value of school products according to standards established by the highest educational authorities in this country.

If, upon being tested, the work is found up to standard, a certificate of approval is issued which is held by the pupil. If, on the other hand, the work falls below standard, the fact becomes at once known and an intelligent effort can then be made to discover the weak places and remedy the defect.

Looking at the matter in all its bearings, there is probably no other way in which the schools for the blind in this country can more surely raise the standards of scholarship, inspire teachers and pupils with sustained interest in their work, and command due appreciation and recognition than by the introduction of this or some similar system of examinations.

It is with much regret that I record the retirement from the service of the Institution of two of our former co-workers, Miss L. A. Haskell and Miss Annie A. Hamlin.

Miss Haskell became connected with the Institution in 1862 and remained until 1865, when she accepted a responsible position in the Kentucky school. In 1869 she resumed her connection here, in charge of the girls' manual training department. In 1886 Miss Haskell assumed the duties of matron, which position she held until her retirement in September last. In every position Miss Haskell brought to the discharge of her duties executive qualities of a high order, unflagging industry and unswerving fidelity to the interest committed to her care. Miss Haskell left behind her the pleasantest recollections, and carried with her the kindest wishes of all her friends.

Miss Hamlin's term of service commenced in 1874 and covered a period of twenty-seven years. During this time Miss Hamlin was connected with the girls' manual training department, and during the last several years she had charge of the manual training work. Miss Hamlin's work was everywhere painstaking, thorough and exact, and every duty was performed with a notable quietness and an absence of visible effort. Miss Hamlin will be kindly remembered by the many friends she has left here.

Miss Anna L. Phipps now occupies the place formerly held by Miss Haskell, and Mrs. Fannie Arnold Ward, who was

formerly a teacher here, has succeeded Miss Hamlin in charge of the girls' manual training department.

During the past year the pupils in general have shown much interest in their studies, and officers and teachers have performed their varied and often difficult duties with untiring patience and efficiency, all contributing to make the work enjoyable in performance and satisfactory in results.

All of which is respectfully submitted,

WILLIAM B. WAIT,

Principal.

THE KLEIDOGRAPH AS A FACTOR IN THE EDUCATION OF THE BLIND.

Beyond question, the introduction of the Kleidograph marks a new period and a great advance in the education of the blind. As with the sewing machine or with the letter-press typewriter, maximum efficiency and the widest range of usefulness can only be secured through a masterful control of the mechanism and its application to all the uses to which it can possibly be applied.

To this end the following course of study for the Kleidograph is suggested for the benefit of all persons who are interested in this subject:

Exercise No. 1 relates to the first step, which is the study of the mechanical features of the Kleidograph. At the beginning it is indispensable that the teacher shall study with care the printed description, a copy of which is sent with the machine.

Exercises Nos. 2 and 3 relate to the control of the fingers in operating the keyboard. For exercises Nos. 1, 2 and 3 no paper is used, and no work should be done except as directed by the teacher.

The use of the compound keys in these exercises calls into play the constructive faculty of the learner, and requires an exercise of judgment as to the choice of fingers to be employed.

The practice of No. 3 facilitates the movement of the hand and fingers from one position to another, and cultivates the power of attention, quick decision and accuracy.

The drill under No. 4 cultivates the power of quick mental recognition of signs, with accuracy and delicacy of touch.

No. 5, in addition to the foregoing, embraces drills in spelling, with neatness, accuracy and dexterity.

No. 6 adds a new factor, for while the right hand is engaged in reading from a book the left hand is occupied upon the keyboard, thus involving an intimate relation between sensation, perception and expression.

No. 7 introduces the use of capitals and punctuation, and correct usage is emphasized, because the mistakes of the pupil are easily discovered by himself and so become real to him, which they cannot be in letter-press writing.

Thus the Kleidograph becomes an interpreter to the pupil of his work on the letter-press typewriter, and leads him more readily to accept, as correct, criticism; the force of which he can hardly realize, if, indeed, he does not refer them to the fancy of the instructor.

No. 8 develops the power to remember long sentences and to reproduce them correctly and quickly. Persistence in this work increases the power of concentration and also enlarges the vocabulary.

No. 9 gives power to express thought clearly.

No. 10 imparts a knowledge of business, friendly, social and other correspondence forms much more clearly than can be gained through oral teaching, because it is acquired from one's own practice, reviewed by the sense of touch.

Nos. 11 and 12 stimulate the imagination, develop power of constructive thought and incite the pupil to apt and diversified expression.

Nos. 13 and 14 furnish mental drill in the use of words and synonyms, cultivate breadth and versatility, and tend to replace mental poverty with resourcefulness and vigor of thought and expression.

A PLAN SHOWING THE REGULAR DEVELOPMENT IN KLEIDOGRAPH WORK.

1. Examination of the Kleidograph by the pupil, accompanied with a detailed description by the teacher of the names, uses and proper operation of the several parts.
2. Teach the various positions of the left hand on the keyboard and the kind of touch required in operating the keys, fixing the attention on the action of the fingers and not on the structure of any of the signs.

3. Exercises in fingering.
 - (a) Use the same fingers in forming different letters and signs. For example, e t; a n; f u; c g; q the; h p; o s; r s; v sh; x y; etc.
 - (b) A change of one finger. For example, b the f; a o m; c k; i t e; a s d; g u w; number sign h z; j v f; th l m; r n o; s n l; p u q; sh y; etc.
 - (c) A change of two fingers. For example, b q; c u ph; f w gh; the u h; j sh; k g number sign; v u x; y f ou; etc.
4. Exercises for practice in recognition of characters (an aid in reading).
 - (a) Construction of signs of the same base, but inverted in position. Beginning with No. 4, all exercises are to be read after being written. For example, e t; a n; c w; f u; v y; j sh; b q; etc. Reversed in position, d m; r l; g q; s o; b k; c the; etc.
 - (b) Signs having different bases but similar outlines. For example, m b; d k; a f; e a; t n; n u; etc.
5. To develop skill in line spacing, replacing the carriage, etc., by using the foregoing material, copious exercises in writing words and short sentences are also introduced.
6. Copying from book.
7. The use of capitals and punctuation marks.
8. Write stories dictated by teacher.
9. Reproduction in pupil's own way of stories read by teacher.
10. Letter forms dictated.
11. Original letters.
12. Original essays.
13. Paraphrase.
14. Amplification.

MANUAL FOR TYPEWRITER KEYBOARDS.

The purchase of a typewriting machine for the use of a blind person is often the occasion of much solicitude as to how the keyboard can be learned, and the impression very generally prevails that the keys must be provided with raised letters. Lettered keys are unnecessary to the learner, whether he can see or not, and the only right way to acquire the mastery of any keyboard is to practice with unlettered keys. This is commonly known among those who can see as the "touch method," probably from the fact that one who follows this method does not depend directly upon his sight, but, rather, upon a mental picture of the keyboard represented in a diagram.

An explanation of such a diagram by one who can see, or a copy of it in New York Point Print, will enable a blind person to master the keyboard very readily. All the fingers of both hands should be used.

Beginning with the letters of most frequent occurrence, progress in acquiring the use of the alphabet, punctuation marks, numerals and other characters should be orderly and gradual. The learner should be warned not to strike a key until sure that it is the right one. From the very beginning accuracy should be the only rule. Facility depends upon practice, and is worthless without accuracy, which depends upon correct knowledge and right intention.

MANUAL FOR THE SO-CALLED UNIVERSAL KEYBOARD.

RIGHT HAND.

First finger (thumb), spacer

Second finger, y u h j b n m 7 8 9

Third finger, i — k

Fourth finger, o l ,

Fifth finger, p ;

LEFT HAND.

First finger (thumb), spacer

Second finger, r t f g c v 4 5 6

Third finger, e d x 2 3

Fourth finger, w s z

Fifth finger, q a capital or case key.

MANUAL FOR THE SCIENTIFIC KEYBOARD.

RIGHT HAND.

There are three positions :

The first has the second finger on n

The second has the second finger on c

The third has the second finger on v

The second finger operates e u l e b v

The third, fourth and fifth fingers operate the keys under them respectively

LEFT HAND.

There are three positions of the left hand, as follows :

The first has the second finger on a

The second has the second finger on f

The third has the second finger on k

The second finger operates a t f u k g

The third, fourth and fifth fingers operate the keys under them respectively

ORDER OF FINGERS.

First is the thumb.

Second is the index.

Third is the middle, etc.

DAILY PROGRAM.

A.M.—8 to 8.10.

Chapel Exercises.

8.10 to 9.

Geometry.	Piano.
Arithmetic.	Point-print music.
Advanced English.	Organ.
Geography.	Piano tuning.
Reading.	Manual training.
Kindergarten.	

9 to 9.50.

Arithmetic.	Organ.
Physiology and Hygiene.	Piano.
Kleidograph.	Harmony.
Nature study.	Piano tuning.
Geography.	Terminology and Notation.
Spelling.	Manual training.

9.50 to 10.

Recess.

10 to 10.45.

Arithmetic.	Piano.
United States history.	Organ.
Geography.	Piano tuning.
Kindergarten.	Harmony.
Manual training.	

10.45 to 11.30.

Arithmetic.	Piano.
Physical geography.	Piano tuning.
Elementary English	Organ.
Language lessons.	Manual training.
Kindergarten.	Geography.

11.30 to 11.45.

Recess.

11.45 to 12.45.

Arithmetic.	Piano.
Geography.	Organ.
Typewriting.	Piano tuning.
Calisthenics.	Manual training.
Kindergarten.	

P.M.—1.45 to 2.30.

Senior singing class.	Piano.
Junior singing class.	Piano tuning.
Typewriting.	Manual training.

2.30 to 3.15.

Elementary English.	Piano.
Reading.	Organ.
Spelling.	Harmony.
Manual training.	Piano tuning.
Typewriting.	

3.15 to 3.30.

Recess.

3.30 to 4.15.

Roman history.	Piano.
Reading.	Organ.
Spelling.	Manual training.
Typewriting.	Piano tuning.
Kindergarten.	

4.15 to 5.

Kindergarten.	Organ.
Spelling.	Piano.
Typewriting.	Manual training.
Piano tuning.	

Except from 6 to 6.30, the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study and the practice of music.

REGENTS REQUIREMENTS.

FROM THE SYLLABUS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

Below is a complete table, grouped according to cognate relations, of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses of the 586 academies of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject. Subjects in italics are those in which examinations are held in June only.

Those who pass successfully in any of the following five parallel courses will receive half credit for the second part :

- 1 3d-year English or English literature and American literature.
- 2 2d-year Latin or Cæsar.
- 3 3d-year Latin or Virgil's *Æneid*.
- 4 2d-year Greek or *Anabasis*.
- 5 3d-year Greek or Homer's *Iliad* and twenty weeks of equal grade.

GROUP I.

LANGUAGE AND LITERATURE—ENGLISH.

4 English, 1st year (<i>a</i>).	2 Rhetoric.
4 English, 2d year (<i>a</i>).	2 English literature.
4 English, 3d year (<i>a</i>).	2 American literature.
2 Advanced English.	2 English reading.
2 English composition.	

SPECIAL READING COURSES.

2 English selections.	1 <i>German classics in English.</i>
2 <i>English prose.</i>	1 <i>French classics in English.</i>
2 <i>English poetry.</i>	1 <i>Latin classics in English.</i>
2 American selections.	1 <i>Greek classics in English.</i>

MODERN FOREIGN.

4 German, 1st year.	4 French, 1st year.
4 German, 2d year.	4 French, 2d year.
4 German, 3d year.	4 French, 3d year.

ANCIENT.

- | | |
|--|--|
| 4 Latin, 1st year (<i>b</i>). | 1 <i>Virgil's Eclogues</i> . |
| 4 Latin, 2d year (<i>c</i>). | 1 Latin composition. |
| 4 Caesar's Commentaries. | 4 Greek, 1st year (<i>b</i>). |
| 4 <i>Latin</i> , 3d year (<i>c</i>). | 4 <i>Greek</i> , 2d year (<i>c</i>). |
| 2 <i>Sallust's Catiline</i> . | 4 Xenophon's <i>Anabasis</i> . |
| 2 Cicero's Orations. | 2 Homer's <i>Iliad</i> . |
| 1 <i>Ovid's Metamorphoses</i> . | 4 <i>Greek</i> , 3d year (<i>c</i>). |
| 4 Virgil's <i>Æneid</i> . | 1 Greek composition. |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|---------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 1 Plane trigonometry. |
| 2 Advanced algebra. | 1 <i>Spheric trigonometry</i> . |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------------|----------------------|
| 2 Astronomy. | 2 Chemistry, part 1. |
| 2 Physics, part 1. | 2 Chemistry, part 2. |
| 2 Physics, part 2. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical Geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and Hygiene. |
| 2 Zoology. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|---------------------------|---|
| 2 General History. | 2 <i>Advanced U. S. History</i> . |
| 1 Greek History. | 2 <i>First reading course in U. S. History</i> . |
| 1 Roman History. | 2 <i>Second reading course in U. S. History</i> . |
| 2 English History. | 2 New York History. |
| 2 <i>French History</i> . | 2 Civics. |
| 2 U. S. History. | 2 Economics. |

GROUP 5.

OTHER STUDIES.

- | | |
|--------------------------------------|-------------------------|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 1 Stenography, 100 words per minute. | 2 <i>Home Science</i> . |
| 1 Stenography, 125 words per minute. | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced Drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches. Counts.</i>	
English.....	17	36
German.....	3	12
French.....	3	12
Latin.....	10	27
Greek.....	6	19
Mathematics.....	7	16
Science.....	10	20
History, etc.....	12	22
Other studies....	7	12
	<hr/> 75	<hr/> 176

(a) Offered as a substitute for all other English branches, except the special reading courses. No extra counts will be given to those who pass both in first and second year English, and in advanced English, English composition, rhetoric and English reading.

(b) In first-year Latin and Greek candidates may take the separate examination or defer it and receive 8 counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for first-year's work, and to take a separate examination in Cæsar or Anabasis rather than have 8 counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar and Greek; second year as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) Psychology and ethics will hereafter be given in the higher examinations, but they may be credited at 2 counts each for academic credentials, with a note that they are higher, not academic, studies.

Subjects in the extension and professional groups do not count for academic credentials, and are not given in the above list.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken. Advanced students who have come from other States, or who for other reasons have not passed in elementary subjects, may take them at any time; *e. g.*, arithmetic after algebra or geometry, English composition after rhetoric, etc.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause. Studies necessary to obtain any credential may be passed at different examinations.

Seventy-five per cent. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents Office, and all papers below standard will be returned to the candidates. For those accepted pass cards will be issued.

CANDIDATES not attending schools in which Regents examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the examination department.

SAMPLE PAPERS.—Calls for sample examination papers grew so burdensome that further free distribution became impracticable. All the papers of the year are mailed in paper covers for twenty-five cents, or bound for fifty cents. Unbound sample papers, not including more than ten subjects, may be had for ten cents.

UNIVERSITY CREDENTIALS.

1. PASS CARD.—Any study.

2. PRELIMINARY (PREACADEMIC) CERTIFICATES.—Reading, Writing, Spelling, Elementary English, Arithmetic, Geography.

3. ACADEMIC CERTIFICATES.—All preliminaries and the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of the first 24, 36, and 48 counts are in English.

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

FIRST-YEAR CERTIFICATE.—No certificate is issued for 12 counts unless it includes first-year English (English composition and 2 other English counts), or the first year in any foreign language may be substituted for first-year English in the first-year certificate, United States History and Drawing, and either 4 counts in Mathematics or Physiology and Hygiene and 2 optional counts.

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8, are in English, and not less than 6 each from the second, third and fourth groups.

CLASSICAL ACADEMIC DIPLOMA.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Cæsar, or second-year Latin, Cicero, Virgil, Latin Composition, first-year Greek, Xenophon, or second-year Greek, Iliad, Greek Composition, Greek History, Roman History.

ADVANCED DIPLOMA.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24, or 36, etc., counts in addition. On its face are specified the total counts (which must be in even twelves) that give it its name; *e. g.*, one holding an academic diploma and earning 24 extra counts will receive a six-year advanced academic diploma instead of a six-year certificate, which is less prized, because it might be secured by one who had not taken a balanced course, and had, perhaps, omitted entirely one, or even two, of the great groups of studies.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned with honor, and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Pass cards are issued for any one or more branches passed, but diplomas and certificates will be issued only for the number of studies prescribed, which is always in even year's work; *i. e.*, in multiples of 12 counts. Holders of

diplomas may have studies passed later recorded on the back, or, by special request, on the face, but such indorsements will not be made on certificates.

DUPPLICATE CREDENTIALS.—Any certificate or diploma will be issued free on application to any student whose record shows that he has passed all the subjects required for that credential, provided that he has not less than 12 counts not included in the highest credential previously issued. If he wishes to complete a series, by securing any lower credentials earned but not previously issued, he must pay a fee of twenty-five cents each, the same as for duplicate credentials. The University issues free only the highest credential which the candidate has earned.

SUMMARY.—The system of credentials now laid out provides for three distinct records: 1, subjects taken; 2, quantity; 3, quality; *i. e.*, what has been studied, how much and how well. The academic diploma specifies the subjects pursued. The five-year, six-year, etc., “advanced” diplomas specify extra quantity. The honor diplomas specify extra quality in the work done. Thus the academic diploma shows the class of subjects taken, the quantity to be 48 counts, the quality to be 75 per cent. or better. The “five-year advanced academic diploma with honor” shows the subjects taken, that in quantity it was 12 counts more than the regular, and that in quality the standing was at least 90 per cent. in three-fourths of the counts.

INSTRUCTION TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner:

I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them.

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected. Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula “I do so declare,” followed by their signature.

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents examination till admitted by special permission from the University on written application to the Secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both

sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines: 1, subject; 2, date; 3, place; 4, name, *e. g.*:

Arithmetic.....Albany High School.

June 14, 1898.....James Burns.

OUTLINE OF MUSIC STUDIES.

FROM THE SYLLABUS OF THE AMERICAN COLLEGE OF MUSICIANS.

NOTATION.

The staff; meter; rhythm; F, G, and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relation of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—1. Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavichord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music, the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulation by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishments; harmonic embellishments; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts; one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts; all classes, as in first year. Four parts, all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation, canon. In addition to the study of examples, the student must prepare original exercises throughout the course. Fugue, the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciations. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form; theme and variations, etude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo; first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata; principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments; theoretic work; finale, higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ESTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; esthetic value of regular, displaced and syncopic accent; phrasing; characteristic accents; national and individual; melodic accents; thematic accent by transformations; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniments; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

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OF

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FOR THE

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Lux Oritur:

"And I will bring the blind by a way they know not; I will lead them in paths they have not known; I will make darkness light before them."—ISAIAH xiii, 16.

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 Marié, Peter 1870-1902
 Marsh, James 1842-1852
 Marshall, Charles H. 1892-1902
 McLean, James M. 1863-1890
 Miller, Franklin 1833-1835
 Miller, Sylvanus 1831-1832
 Moore, Clement C. 1840-1850
 Mott, Samuel F. 1831
 Murray, Hamilton 1842-1847
 Murray, Robert J. 1839-1858
 Myers, T. Bailey 1862-1887
 Nevins, Rufus L. 1831-1832
 Norton, Charles B. 1859-1861
 Noyes, William Curtis 1855-1859
 Oakley, Charles 1835
 Ogden, Gouverneur M. 1851-1857
 Ogden, John D., M.D. 1853-1855
 Olyphant, D. W. C. 1840
 Olyphant, G. T. 1855-1857
 Patterson, Matthew C. 1831-1833
 Peabody, George L., M.D. 1891-1902
 Phelps, Anson G. 1834-1855
 Potter, Clarkson N. 1863-1866
 Price, Thompson 1831-1840
 Prime, Temple 1878-1887
 Remsen, Henry 1831-1832
 Rhinelander, Frederick W. 1874-1902
 Rhoades, J. Harsen 1869-1872
 Robbins, Chandler 1875-1902
 Robbins, George A. 1889-1895
 Roome, Edward 1837-1845
 Russ, John D., M.D. 1833-1834
 Rutherford, Lewis M. 1858-1861
 Schell, Augustus 1849-1883
 Schell, Edward 1885-1893
 Schermerhorn, Alfred { 1862-1865
 1867-1868
 Schermerhorn, E. H. 1841-1842
 Schermerhorn, F. Augs. 1870-1902
 Schermerhorn, Peter Augs. 1839-1845
 Schermerhorn, William C. 1866-1901
 Schuyler, Philip 1878-1898
 Seton, Samuel W. 1837
 Sheldon, Frederick 1874-1902
 Sheldon, Henry 1846-1854
 Smith, Floyd 1844-1848
 Smith, Gouverneur M., M.D. 1893-1898
 Soley, James Russell 1900-1902
 Spring, George 1873-1835
 Steel, Jonathan D. 1833
 Stout, Francis A. 1867-1892
 Strong, Charles E. 1875-1887
 Stuyvesant, John R. 1831-1840
 Suydam, D. Lydig 1861-1884
 Suydam, Lambert 1841-1842
 Tallmadge, Henry F. 1839-1841
 Tappen, Frederick D. 1897-1901
 Thomas, Henry 1831-1834
 Thompson, Martin E. 1839
 Thurston, William R. 1846-1851
 Titus, Peter S. 1836
 Tomes, Francis 1859-1860
 Tompkins, Daniel H. 1860-1874
 Travers, William R. 1860
 Trulock, Joseph 1836-1840
 Tuckerman, Charles K. 1860-1867
 Van Rensselaer, Alex. { 1862-1865
 1867-1877
 Van Rensselaer, Henry 1858-1860
 Walker, John W. 1833-1839
 Walsh, A. R. 1842-1850
 Warren, James 1856-1859
 Wheelock, George G., M.D. 1898-1902
 Whitewright, William 1866-1898
 Whittemore, William T. 1843-1845
 Wickersham, George W. 1902
 Winthrop, Egerton L., Jr. 1901-1902
 Wood, Edward 1852-1861
 Wood, Isaac, M.D. 1837-1859
 Wood, John 1842-1850
 Wood, Samuel 1831-1836

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....*	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1901
Schell, Augustus.....	1863-1883	Schermerhorn, F. Augs	1901-1902

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1902
Beadle, Edward L.....	1861-1862		

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1902
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1836-1839	Schermerhorn, F. Augs.....	1884-1901
	{ 1841-1859	Marshall, Charles H	1901-1902

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1902
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.



Russ, John D., M.D.....	1832-1834	Boggs, William.....	1843-1845
Office unfilled.....	} 1835 and part of 1836	Chamberlain, James F.....	1846-1852
Jones, Silas.....		Cooper, T. Golden.....	1853-1860
Vroom, Peter D., M.D.....	1841-1842	Rankin, Robert G.....	1861-1863
		Wait, William B.....	1863-1902

BOARD OF MANAGERS.

1902.

	<i>Terms of con- tinuous service.</i>
FREDERICK AUGUSTUS SCHERMERHORN,	Since 1870
PETER MARIÉ,	" 1870
FREDERICK W. RHINELANDER,	" 1874
FREDERICK SHELDON,	" 1874
CHANDLER ROBBINS,	" 1875
JOHN I. KANE,	" 1881
GUSTAV E. KISSEL,	" 1891
JOHN M. BOWERS,	" 1891
GEORGE L. PEABODY, M.D.,	" 1891
CHARLES H. MARSHALL,	" 1892
HOWLAND DAVIS,	" 1894
WILLIAM A. DUER,	" 1894
WILLIAM G. HAMILTON,	" 1894
WILLIAM W. APPLETON,	" 1896
*FREDERICK D. TAPPEN,	" 1897
D. MAITLAND ARMSTRONG,	" 1898
GEORGE G. WHEELOCK, M.D.,	" 1898
CHARLES S. FAIRCHILD,	" 1899
JAMES RUSSELL SOLEY,	" 1901
EGERTON L. WINTHROP, JR.,	" 1901
GEORGE W. WICKERSHAM,	" 1902

* Deceased, February 28, 1902.

OFFICERS OF THE BOARD.

F. AUGS. SCHERMERHORN,	<i>President.</i>
PETER MARIÉ,	<i>Vice-President.</i>
CHARLES H. MARSHALL,	<i>Recording Secretary.</i>
FREDERICK SHELDON,	<i>Corresponding Secretary.</i>
HOWLAND DAVIS,	<i>Treasurer.</i>

STANDING COMMITTEES.

Committee on Finance.

FREDERICK D. TAPPEN,	JOHN M. BOWERS,
CHARLES S. FAIRCHILD.	

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON,	CHARLES H. MARSHALL,
JOHN I. KANE,	WILLIAM A. DUER,
GEORGE G. WHELOCK, M.D.	

Committee on Education.

CHANDLER ROBBINS,	WILLIAM W. APPLETON,
GEORGE L. PEABODY, M.D.,	D. MAITLAND ARMSTRONG.

Committee on Manual Training.

FRED'K W. RHINELANDER,	WILLIAM G. HAMILTON,
JAMES R. SOLEY,	E. L. WINTHROP, JR.

FACULTY.

WILLIAM B. WAIT, *Principal.*

Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
EVERETT B. TEWKESBURY,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	MARGARET A. MACANN,
GEORGIA T. SCHOONMAKER,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	JEAN Y. AYER.

Music Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
MARY WEATHERLOW.	

Tuning.

HENRY COFFRE.

Kindergarten.

NAOMI BOOMHOUR.

Manual Training and Home Science.

FRANCES A. WARD,	MARY B. SCHOONMAKER,
RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK,
JENNIE AGNEW.	

Administrative Department.

DWIGHT L. HUBBARD, M.D.,	Attending Physician.
WILLIAM H. HARRISON,	Steward.
ANNA L. PHIPPS,	Matron.
L. ADELLE ROGERS,	Matron.
ZOE KNAPP,	Librarian and Stenographer.
JEANIE N. GOODSPEED,	} Accountants.
MARGARET P. FROST,	
ALICE HATCHMAN,	Assistant.
HANNAH M. RODNEY,	Assistant.
ANNA M. SHERIDAN,	Assistant.

SIXTY-SEVENTH ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York:

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1902.

The whole number of pupils during the last year was 203.

The report of the Principal, which is annexed, gives interesting details relating to the education of the blind.

The following is a statement of the moneys received and expended :

CURRENT ACCOUNT.

Balance September 30, 1901.....	\$10,047.68	
Current receipts	105,984.88	
	<u>116,032.56</u>	
Current expenditures	\$112,448.37	
Cash balance September 30, 1902	3,584.19	
	<u>116,032.56</u>	

INVESTMENT FUND ACCOUNT.

Balance September 30, 1901.....	\$119,655.23	
Receipts—		
Legacies and donations.....	\$25.00	
Mortgage investment paid off	30,000.00	
All other sources	11,543.35	
	<u>161,223.58</u>	
Payments—		
Assessments	\$85.90	
Taxes	7,282.25	
Mount Hope, petty expenses	11.00	
Mortgage.....	42,000.00	
Transferred to Building Fund Account	25,000.00	
Balance September 30, 1902.....	86,844.43	
	<u>161,223.58</u>	

BUILDING FUND ACCOUNT.

Transferred from Investment Fund.....	\$25,000.00	
Interest	89.17	
	<u>25,089.17</u>	
Transferred to Building Fund Account, Wm. B. Wait, Prin.	\$5,000.00	
Balance September 30, 1902	20,089.17	
	<u>25,089.17</u>	

LIBRARY FUND.

Balance September 30, 1901.....	\$2,539.87	
Interest and cash received	214.57	
	<u>2,754.44</u>	
Balance September 30, 1902.....	<u>2,754.44</u>	

The Treasurer's statement, which is annexed, gives a detailed account of the current receipts and expenditures.

The Managers gratefully acknowledge the receipt during the year of twenty-five dollars from Mrs. E. Douglass Smith, which sum has been added to the Legacy and Donation Fund.

The following is a list of the legacies and donations which have been received by the Institution since its organization in 1831 to September 30, 1902:

Miles R. Burke.....	\$2,000.00	John J. Phelps.....	\$2,350.00
Jane Van Cortland.....	300.00	Rebecca Elting.....	100.00
Isaac Bullard.....	101.66	Regina Hornstein.....	250.00
Elizabeth Bayley.....	100.00	G. Martins.....	500.00
John Jacob Astor.....	5,000.00	John Alstyne.....	10,320.44
William Bean.....	500.00	Mrs. Adeline E. Schermerhorn	10,000.00
Peter G. Stuyvesant.....	3,000.00	Henry H. Munsell.....	3,396.32
Elizabeth Demilt.....	5,000.00	Thomas Chardevoyne.....	5,000.00
Sarah Demilt.....	2,000.00	William Dennistoun.....	11,892.77
C. D. Betts.....	40.00	William B. Astor.....	5,000.00
Sarah Penny.....	500.00	Benjamin Wheelwright....	1,000.00
Sarah Bunce.....	500.00	George Hewlett, executor ..	500.00
Elizabeth Idley.....	196.00	Ephraim Holbrook.....	39,458.00
Samuel Howland.....	1,000.00	Mrs. Emma B. Corning....	5,000.00
William Howe.....	2,985.14	Eliza Mott.....	1,475.54
Margaret Fritz.....	100.00	Henry E. Robinson.....	6,000.00
James McBride.....	500.00	Caroline Goff.....	4,161.59
Charles E. Cornell.....	521.96	Simeon Abrahams.....	5,052.71
Charles E. Deming.....	50.00	Catherine O. Johnston.....	530.00
Mrs. Dewitt Clinton.....	200.00	Maria M. Hobby.....	2,509.82
W. Brown.....	465.00	Daniel Marley.....	1,749.30
Elizabeth Gelston.....	1,000.00	Thomas Eggleston.....	2,000.00
Robert J. Murray.....	500.00	Sarah A. Riley.....	100.00
Seth Grosvenor.....	10,000.00	William E. Saunders.....	725.84
Elijah Withington.....	100.00	Thomas Eddy.....	1,027.50
Benjamin F. Butler.....	812.49	Robert Goodhue.....	1,000.00
Frissel Fund.....	2,000.00	Jonathan C. Bartlett.....	190.00
Simeon Sickles.....	6,561.87	Stephen V. Albro.....	428.57
Anson G. Phelps.....	5,675.68	George Dockstader.....	325.00
Thomas Reilly.....	2,254.84	Mr. Roosevelt.....	10.00
Elizabeth Van Tuyle.....	100.00	Samuel Willetts.....	5,045.00
John Penfold.....	470.00	Augustus Schell.....	5,000.00
Madame Jumel.....	5,000.00	James Kelly.....	5,000.00
Mrs. Steers.....	34.66	William B. and Leonora S.	
Thomas Garner.....	1,410.00	Bolles.....	2,949.11
Chauncey and Henry Rose..	5,000.00	Edward B. Underhill.....	500.00
Elizabeth Magee.....	534.00	Cash (no name).....	55.00

Harriet Flint	\$1,776.74	Maria Moffett, other stocks.	\$2,800.00
Harriet Gross.....	1,000.00	Mary Brandish.....	89.40
Mary Hopeton Drake.....	2,340.00	Thomas W. Strong.....	1,893.00
Mary Rogers	1,000.00	John Vanderbilt.....	25.00
Polly Dean.....	500.00	Julia L. Peyton.....	1,000.00
John Delaplaine	302.99	Eli Robbins.....	5,000.00
Abby A. Coates Winsor	1,000.00	Margaret Burr.....	11,011.11
Maria C. Robbins.....	10,000.00	Mary Burr	10,611.11
William Clymer	2,000.00	Cash.....	25.00
J. L. of Liverpool, England.	25 00	Julia Ann Delaplaine.....	38,842.25
Emma Strecker.....	12,221.66	Amos R. Eno.....	5,000.00
Elizabeth and Sarah Wooley.	5,984.83	Clarissa L. Crane.....	1,000.00
Benjamin Nathan.....	1,000.00	Leopold Boscowitz.....	1,000.00
Thomas M. Taylor.....	6,151.94	Emeline S. Nichols	5,000.00
James Peter Van Horn.....	20,000.00	Margaret Salsbury	100.00
Caleb Swan.....	500.00	Sarah B. Munsell	477.56
Maria Moffett, cash	8,891.21	Edward L. Beadle	4,303.99
Maria Moffett, railroad stock, par value \$4,800, net pro- ceeds	3,542.00	Mrs. E. Douglass Smith....	40.00
		Wm. C. Schermerhorn.....	10,000.00
		Cecilia J. Loux	2,000.00

Of the funds thus received, there are invested in New York City stock nineteen thousand dollars (\$19,000) at par value, and in bonds secured by mortgage on real estate in this city one hundred and fifty-six thousand dollars (\$156,000). A portion of these funds, amounting to eighty-six thousand eight hundred and forty-four dollars and forty-three cents (\$86,844.43), is deposited at interest in the Union Trust Company.

The remainder of the fund has been applied in such ways as the Managers have thought would best promote the educational work for which the Institution was founded, and secure the financial position and the physical conditions which are essential to the success and stability of the Institution.

At the last session of the Legislature the per capita compensation for the education and support of State pupils in this Institution was increased from two hundred and sixty dollars (\$260) to two hundred and eighty dollars (\$280).

In acknowledging this action, the Managers, in their last annual report, made the following comment:

"It should be stated that while two hundred and eighty dollars (\$280) will more nearly meet the necessary outlay, it will still be barely sufficient. As has been pointed out in previous reports, the future welfare of the Institution requires that the income from the invested funds should not be used to make up deficiencies arising because of insufficient compensation received in respect of the State pupils, but should be allowed to accu-

multate for use in connection with the prospective removal of the establishment to a new site. Such removal will probably be necessary before very long, and will tax the resources of the Institution to the utmost."

Since the date of that report it has become evident that an early removal of the Institution from the present crowded and noisy location at Ninth avenue is necessary. A suitable site at West One Hundred and Sixty-fifth to One Hundred and Sixty-eighth streets has long been in the possession of the Society, and the Managers have determined to begin active building operations there as soon as some necessary preliminary grading can be accomplished.

Owing to the prevailing high price of provisions, coal, etc., \$280 has proved insufficient to meet the current expenses, and an increase of compensation for educating the pupils has become necessary.

The Managers, therefore, respectfully ask that the per capita compensation be raised from two hundred and eighty dollars (\$280) to three hundred dollars (\$300) for the ensuing year.

All of which is respectfully submitted,

THE NEW YORK INSTITUTION FOR THE BLIND.

(Signed) F. AUGS. SCHERMERHORN, *President.*

(Signed) CHARLES H. MARSHALL, *Recording Secretary.*

City and County of New York, ss. :

F. AUGS. SCHERMERHORN, of said city, being duly sworn, saith: That he is the President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

(Signed) F. AUGS. SCHERMERHORN.

Sworn to before me this day }

(Signed) HULBERT PECK,

Notary Public, New York County.

REPORT OF THE TREASURER.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1902.

<i>Dr.</i>		<i>Cr.</i>	
CURRENT FUND.			
Balance, September 30, 1901.....	\$10,047.68		
Received from :			
State of New York.....	\$41,578.95	Supplies.....	\$13,618.15
State of New Jersey.....	5,684.86	Salaries and wages.....	32,501.77
State of Connecticut.....	485.00	Clothing, dry goods, etc.....	3,286.68
New York City.....	2,437.27	Furniture and fixtures.....	1,902.70
Music and instruction.....	176.40	Repairs and improvements.....	1,537.56
Clothing, dry goods, etc.....	20.56	Traveling expenses.....	49.79
Supplies.....	93.74	Electricity.....	92.04
Repairs and improvements.....	1.80	Gas.....	1,166.10
Petty account.....	136.21	Music and instruction.....	3,503.07
Furniture and fixtures.....	4.50	Manual training.....	446.42
New York County.....	2,750.41	Mount Hope, petty expenses.....	11.00
Kings County.....	1,359.45	Assessments, Mount Hope.....	85.90
Queens County.....	169.18	Taxes.....	7,282.25
Richmond County.....	100.00	Bond and mortgage.....	42,000.00
Suffolk County.....	46.36	Legal expense.....	48.60
Rockland County.....	46.36	Petty account.....	1,502.15
Investment fund.....	49,379.15	Drugs and medicines.....	39.43
Interest.....	169.23	Fuel.....	2,082.26
Manual training.....	1,245.45	Insurance, Mount Hope.....	1,292.50
			\$112,448.37
		Cash Balance, September 30, 1902.....	3,584.19

New York, November 25, 1902.

The foregoing statement of Howland Davis, Treasurer, has been examined by us and found to be correct.

(Signed)

HOWLAND DAVIS, Treasurer.

GEORGE W. WICKERSHAM,
C. S. FAIRCCHILD,
PETER MARIÉ,

(Signed)

Finance Committee.

\$116,032.56

\$116,032.56

Report of the Principal.

To the Board of Managers :

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1902 :

Number of pupils September 30, 1901.....	173
Admitted during the year.....	30
Whole number instructed	203
Reductions	42
Number remaining	161

The daily trend of our school life, although always interesting, has been quite similar to that of former years. The work of the several departments has been prosecuted upon the established lines, with the advantage of ever-increasing experience on the part of all engaged in the work, the accumulation of which during upwards of seventy years of the history of this Institution constitutes a capital which could not be acquired either by purchase or gift. The right application of the resources of a school so well equipped ought to produce maximum results, and compared with the results of the work of previous years, since the examinations of the Regents of the University of the State of New York and of the American College of Musicians were established, our efforts during the past year have been successful.

One fact, however, should be noted, namely, that the heterogeneous character of the membership of our school tends to lower the standard of efficiency, and is, in fact, an insuperable bar to the best attainable results. This condition is found

not only here, but in every school for the blind throughout the country.

The highest efficiency and economy are no less important in educational work than in business affairs, and a stage of development in respect to experience, appliances and material resources has now been reached when the school membership should be much more homogeneous than at present, in order that educational waste may be prevented and the highest educational results be obtained. This statement of the general proposition will suffice at this time, leaving the question of solution for consideration at another time.

During the past year the Manual Training Department has been greatly strengthened by the introduction of raffia, a very pliable and strong fiber derived from the leaf of a species of palm which grows in Madagascar. Some time prior to my report for 1901 considerable progress had been made with this material, but as we were then in the early stages of the trial, a reference to the matter was deferred until its real value for our purposes should have been well settled. The results have been very gratifying. Without exception pupils show great interest in pursuing the successive steps in the prescribed course of instruction, and take great delight in the articles which they almost unconsciously find developing into reality as the lessons proceed. The articles must, of course, from an educational point of view, be regarded as by-products, while attention, memory, order, neatness, carefulness, dexterity, patience, the ideas of form, symmetry and measure, together with the ability to use the hands intelligently and skillfully toward any desired end, are the real objects in view.

At the close of our school year eighty-five pupils took the Regents examinations in fifteen subjects, and all the answer papers except one were accepted. Eight pupils took the examinations of the American College of Musicians in five subjects successfully.

During the past year considerable attention, both in England and in the United States, has been directed to the question of a single or uniform alphabet of embossed literature, which

must carry with it a system of musical notation. Within the bounds of a single nation, speaking a common language, there can be no doubt of the great importance of a single uniform system of embossed literature. As between nations speaking different languages, however, or as between two countries speaking the same language but being widely separated, as England and the United States, the importance of uniformity is often much exaggerated. It is true that in the latter case uniformity would present no disadvantages, but on the other hand, no important advantage would result. For example, the people of England and of the United States use a common Roman letterpress type, but by far the greater part of all textbooks and other literature used in England is published there, while similar books and other literature used by the people of the United States are published here; and this must ever be the case, for each country has its own ideas, methods, authors and publishers. Moreover, the transportation charges would be prohibitive.

These reasons suffice to show that uniformity is not a strong factor in determining the choice of a tangible alphabetic system, even as between two countries having the same language, but which are widely separated, and whose entire practice in literary matters differs widely. The advantages that would undoubtedly accrue by the adoption of the New York Point System in England would be due to the superiority of that system over others, and not to the fact that the same system is in general use in the United States.

Within the limits of our own country, however, there can be no doubt that uniformity is very desirable, and would result in great economy both of time and money. For many reasons, however, which need not here be stated, this problem is one which cannot be finally settled either by argument or resolution, but must be worked to a conclusion through an evolutionary process on the basis of the survival of the fittest of the species—whether one, or more than one, remains to be seen.

It will be of service at this time to direct attention to some of the salient facts in the history of the New York Point System,

which clearly indicate that it is entitled to be considered as the one uniform system of punctographic embossed writing for the United States.

About the year 1864 attention was called in this school to the insufficiency of the Roman styles of embossed literature then in use, primarily because of their lack of tangible power, and, secondarily, because they did not furnish a practical basis of writing, for which reasons they failed to meet the most important requirements of educational work. An inquiry of wide scope, conducted over a period of two years, demonstrated that the deficiencies above referred to were real, and that the solution of the problem lay in the adoption of some form of punctography. The quest along these lines was diligently pursued down to 1871, the results being fully set out in the reports of this Institution from year to year. It should be borne in mind that at that time no punctographic literature was available in this country, and that publications in the Roman forms were exceedingly limited.

In 1871, at the second meeting of the Principals and Teachers of the Schools for the Blind in this country, the first having been held in New York in 1853, the subject was discussed at length from all points of view, with blackboard illustrations and all available data. At the conclusion of the discussion, the convention, which was largely attended (nineteen schools being represented), adopted a resolution declaring "that the New York Point alphabet should be taught in all institutions for the education of the blind."

(See proceedings of Indianapolis meeting, 1871, page 69.)

In 1872 the Association of American Instructors of the Blind, which had been formed at the Indianapolis meeting, met at Boston, and the essential elements of a system of musical notation complementary to the New York alphabetic system was presented in conjunction with every other known system, and fully considered. It was distinctly understood at that time that if the general features of the suggested point system of musical notation did not meet with approval, then some other alphabetic system should be adopted, inasmuch as the alphabetic

and music systems must be of one and the same general type. At the close of the discussion a resolution was adopted providing "that Mr. Wait and all others having tangible systems of musical notation for the blind be requested to perfect their systems, and report the same to the several institutions at the earliest practicable moment."

(See report of proceedings of Boston meeting, 1872, page 75.)

At the meeting of the Association held in Philadelphia in 1876, a committee was appointed to consider the subject of musical notation for the blind, "to whom all subjects relating to these things shall be referred, and upon which they shall report."

(See report of the meeting at Philadelphia, 1876, page 69.)

This committee had the matter under consideration for two years, during which time all interested parties had an opportunity to present their views. In 1878, at the meeting of the Association held at Columbus, Ohio, the committee submitted a report, choosing and indorsing the New York Point System of Musical Notation as being superior and preferable to all others.

(See report of the meeting at Columbus, 1878, page 65.)

In 1879 Congress passed an act setting apart the sum of \$10,000 annually for the purpose of providing literature in embossed form through the agency of the American Printing House for the Blind, located at Louisville, Kentucky. The publications of the American Printing House down to this time had been exclusively in the Roman type, which practice continued until 1882, when the Trustees of the Printing House adopted a resolution declaring that "fifty per cent. of the money received from the endowment made by Congress shall be used for the purpose of printing books in the New York Point System."

(See report of the meeting held at Janesville, 1882, page 89.)

Down to this time no punctographic books had been printed for general use, and the point writing tablet, at that time both expensive and difficult to make, constituted the chief means of acquiring a practical knowledge of the New York Point System.

At the meeting of the Trustees of the American Printing House for the Blind held in Jacksonville, Ill., 1890, it was voted "That hereafter the publications of the American Printing House for the Blind in New York Point shall be confined to text-books, until a full course of such books shall have been provided, suited to the various grades of instruction in all ordinary branches taught in the several Institutions for the Blind."

(See report for 1890, page 97.)

The object of this resolution was to render the publications less diffusive, and to promote our educational work in the manner obviously suggested.

At a meeting of the Trustees of the American Printing House for the Blind held at Brantford, Canada, in 1892, it was voted "That the fifty per cent. of the National Subsidy Fund now expended in printing books in the Line Letter be hereafter used in printing books of general literature in the New York Point, and in duplicating books already in Line, in the same point characters."

(See appendix B, page 9, Proceeding 1892.)

Probably the largest and most representative meeting of the Instructors of the Blind ever held in the United States convened at Chautauqua in 1894. At the meeting of the Trustees of the American Printing House for the Blind, held at that time, the following preamble and resolution was presented:

WHEREAS, The three systems of embossed printing, known as the "Braille," the "New York Point," and the "Line Letter," are each established upon a firm basis in the Schools for the Blind in America; and

WHEREAS, It is the opinion of this Board that all efforts to agree upon a single system are fruitless and should be abandoned; be it therefore

RESOLVED, That the Congressional Subsidy Fund, controlled by this Board, and since its creation used by the "American Printing House for the Blind," be divided into three separate parts, to be expended in the publication of books in the three systems named, the amount to be expended for each system to be determined as follows: Each member of this Board shall be entitled to as many votes as there were pupils in the school over

which he presided during the term immediately preceding the meeting of the Board ; the vote of each member to be cast for any one system, or divided and cast for two or three, as he may elect ; and the ratio of all the votes cast for any one system to the grand total of votes cast shall determine the proportion of the fund that shall be expended for that system.

(See Preamble and Resolution, page 72, Report of 1894)

After consideration, the Preamble and Resolution were lost by an overwhelming vote.

(See Chautauqua proceedings, Report of 1894, page 72.)

In 1898 the Trustees of the Printing House gave to the Publication Committee discretionary power with regard to the publication of new books, and since that time all books selected by the Committee have been printed in the New York Point System. From the foregoing it is plainly clear that the New York Point System has an unquestionable right to be—a right which experience has amply justified.

From the point of view afforded by this brief reference, the progress which has been made by this system and its present standing may be intelligently considered.

In 1871 the New York Point System was submitted for consideration at the Indianapolis meeting. Although the system, coupled with the subject generally, had been discussed at length in the annual reports of this Institution, still the number of people who were familiar with the subject was very small. No books had been published in this country in that or in any other point system, and the writing tablet presented the only means of carrying the resolution into effect. The tablet, however, proved to be very efficient, as it afforded the means of learning to write as well as to read the system.

The first large contribution to embossed literature in the New York Point was made by the American Bible Society in the publication of the Gospel of St. John. Later the Psalms were printed, then the remaining three Gospels, after that the rest of the New Testament, and finally, in 1893, the entire Bible. The Bible has not been printed in any other point system.

About 1873 the Society for the Publication of Evangelical Religious Literature for the Blind was organized, and down to the present time its publications have been in both New York Point and in the Boston Line Letter. There has been a continually increasing demand for and output of the former, and a continually decreasing demand for and output of the latter. Beginning with Pilgrim's Progress, that Society has published several large volumes, including two volumes of hymns containing over 600 of the best productions known to Hymnology. Probably the work which has the widest circulation and the largest number of readers among the blind in the world is the International Sunday School Lessons, published weekly by that Society, several thousand copies of which are distributed throughout the United States.

The New York Bible and Common Prayer Book Society has published the Psalter in the New York Point.

Since 1862 the American Printing House for the Blind has been publishing books in New York Point for Reading, Spelling, Arithmetic, Grammar, Geography, Algebra, Geometry, Physics, Physiology, History, Biography, Sciences, Ancient and Modern Languages, Fiction, etc., the whole having been selected with special reference to education and to culture.

The catalogue of textual and culture works in Music published in New York Point includes the New York Point Musical Notation, a dictionary of over 6,000 musical terms, an exhaustive work on Harmony in five large volumes, Counterpoint, Composition, Acoustics, History and Esthetics, together with biographical and critical works, none of which are available in any other system.

The musical compositions that have been published in the New York Point System comprise works on Technic and music for piano, organ, voice, wind and string instruments, carefully selected from the best masters, with special reference to their educational value, and edited and published with great care.

There is also a large number of standard works in the various departments of literature. Miss Josephine B. Cobb, of Philadelphia, regularly publishes in the New York Point an excellent

monthly magazine, known as the Point Print Standard. Mr. Joseph Gockel, of Milwaukee, issues a bi-monthly magazine published in New York Point. The Maryland School for the Blind, Mr. F. D. Morrison, Principal, has prepared the plates in New York Point, and is about to issue the first complete school dictionary in embossed form ever published in the United States, and so far as I know, in the world. It comprises some eighteen volumes, gives about 40,000 words with roots, pronunciations and diacritical marks. Certainly, it is not likely that important and expensive works like this would be printed in any system not long and generally used and recognized in this country.

The Kleidograph, a machine for writing the New York Point System, and the Stereograph, a machine for embossing metal plates to be used in printing, were invented at the New York Institution for the Blind, which owns the patents covering these machines, and sells the machines without profit. The potency of the Kleidograph as a factor in educational work has been demonstrated, and an outfit of these machines must before long be recognized as essential to the highest efficiency for both class and individual work in every school for the blind. A large number of Kleidographs are already in use, and fifteen Stereographs are also now used in different parts of the United States. Six are employed at the American Printing House for the Blind, where they have entirely superseded the use of movable types.

The Society of St. Francis Xavier for the free publication of Catholic Literature for the Blind, under the direction of Father Joseph Stadelman, is using two of these machines, and turning out a large amount of excellent literature in the most approved form as to press work and binding.

The value of these machines in the manufacture of books and in the education of the blind, and the fact that the New York Point System is vastly richer in characters, more logical in arrangement, and occupies much less space than any other known system of punctography, cannot fail to determine the question of uniformity in the United States.

In closing, it affords me pleasure to express my warm appreciation of the sincere and efficient manner in which

teachers, officers and the employees of the Institution generally have discharged their duties during the past year, and to commend the pupils for their interest and industry in the pursuit of their several studies.

Respectfully submitted,

WILLIAM B. WAIT, *Principal.*

THE KLEIDOGRAPH AS A FACTOR IN THE EDUCATION OF THE BLIND.

Beyond question, the introduction of the Kleidograph marks a new period and a great advance in the education of the blind. As with the sewing machine or with the letterpress typewriter, maximum efficiency and the widest range of usefulness can only be secured through a masterful control of the mechanism and its application to all the uses to which it can possibly be applied.

To this end the following course of study for the Kleidograph is suggested for the benefit of all persons who are interested in this subject :

Exercise No. 1 relates to the first step, which is the study of the mechanical features of the Kleidograph. At the beginning it is indispensable that the teacher shall study with care the printed description, a copy of which is sent with the machine.

Exercises Nos. 2 and 3 relate to the control of the fingers in operating the keyboard. For exercises Nos. 1, 2 and 3 no paper is used, and no work should be done except as directed by the teacher.

The use of the compound keys in these exercises calls into play the constructive faculty of the learner, and requires an exercise of judgment as to the choice of fingers to be employed.

The practice of No. 3 facilitates the movement of the hand and fingers from one position to another, and cultivates the power of attention, quick decision and accuracy.

The drill under No. 4 cultivates the power of quick mental recognition of signs, with accuracy and delicacy of touch.

No. 5, in addition to the foregoing, embraces drills in spelling, with neatness, accuracy and dexterity.

No. 6 adds a new factor ; for while the right hand is engaged in reading from a book, the left hand is occupied upon the keyboard, thus involving an intimate relation between sensation, perception and expression.

No. 7 introduces the use of capitals and punctuation, and correct usage is emphasized, because the mistakes of the pupil are easily discovered by himself and so become real to him, which they cannot be in letterpress writing.

Thus the Kleidograph becomes an interpreter to the pupil of the quality of his work on the letterpress typewriter, and leads him more readily to accept criticisms which he might otherwise refer to the fancy of the instructor.

No. 8 develops the power to remember long sentences and to reproduce them correctly and quickly. Persistence in this work increases the power of concentration and also enlarges the vocabulary.

No. 9 gives power to express thought clearly.

No. 10 imparts a knowledge of business, friendly, social and other correspondence forms much more clearly than can be gained through oral teaching, because it is acquired from one's own practice, reviewed by the sense of touch.

Nos. 11 and 12 stimulate the imagination, develop power of constructive thought, and incite the pupil to apt and diversified expression.

Nos. 13 and 14 furnish mental drill in the use of words and synonyms, cultivate breadth and versatility, and tend to replace mental poverty with resourcefulness and vigor of thought and expression.

A PLAN SHOWING THE REGULAR DEVELOPMENT IN KLEIDOGRAPH WORK.

1. Examination of the Kleidograph by the pupil, accompanied with a detailed description by the teacher of the names, uses and proper operation of the several parts.
2. Teach the various positions of the left hand on the keyboard and the kind of touch required in operating the keys, fixing the attention on the action of the fingers and not on the structure of any of the signs.

3. Exercises in fingering.
 - (a) Use the same fingers in forming different letters and signs. For example, e t; a n; f u; c g; q the; h p; o s; r s; v sh; x y; etc.
 - (b) A change of one finger. For example, b the f; a o m; c k; i t e; a s d; g u w; number sign h z; j v f; th l m; r n o; s n l; p u q; sh y; etc.
 - (c) A change of two fingers. For example, b q; c u ph; f w gh; the u h; j sh; k g number sign; v u x; y f ou; etc.
4. Exercises for practice in recognition of characters (an aid in reading)*.
 - (a) Construction of signs of the same base, but inverted in position. Beginning with No. 4, all exercises are to be read after being written. For example, e t; a n; c w; f u; v y; j sh; b q; etc. Reversed in position, d m; r l; g q; s o; b k; c the; etc.
 - (b) Signs having different bases but similar outlines. For example, m b; d k; a f; e a; t n; n u; etc.
5. To develop skill in line spacing, replacing the carriage, etc., by using the foregoing material, copious exercises in writing words and short sentences are also introduced.
6. Copying from book.
7. The use of capitals and punctuation marks.
8. Write stories dictated by teacher.
9. Reproduction in pupil's own way of stories read by teacher.
10. Letter forms dictated.
11. Original letters.
12. Original essays.
13. Paraphrase.
14. Amplification.

MANUAL FOR TYPEWRITER KEYBOARDS.

The purchase of a typewriting machine for the use of a blind person is often the occasion of much solicitude as to how the keyboard can be learned, and the impression very generally prevails that the keys must be provided with raised letters. Lettered keys are unnecessary to the learner, whether he can see or not, and the only right way to acquire the mastery of any keyboard is to practice with unlettered keys. This is commonly known among those who can see as the "touch method," probably from the fact that one who follows this method does not depend directly upon his sight, but, rather, upon a mental picture of the keyboard represented in a diagram.

An explanation of such a diagram by one who can see, or a copy of it in New York Point Print, will enable a blind person to master the keyboard very readily. All the fingers of both hands should be used.

Beginning with the letters of most frequent occurrence, progress in acquiring the use of the alphabet, punctuation marks, numerals and other characters should be orderly and gradual. The learner should be warned not to strike a key until sure that it is the right one. From the very beginning accuracy should be the only rule. Facility depends upon practice, and is worthless without accuracy, which depends upon correct knowledge and right intention.

MANUAL FOR THE SO-CALLED UNIVERSAL KEYBOARD.

RIGHT HAND.

First finger (thumb), spacer.

Second finger, y u h j b n m 7 8 9

Third finger, i — k

Fourth finger, o l ,

Fifth finger, p ;

LEFT HAND.

First finger (thumb), spacer

Second finger, r t f g c v 4 5 6

Third finger, e d x 2 3

Fourth finger, w s z

Fifth finger, q a capital or case key.

MANUAL FOR THE SCIENTIFIC KEYBOARD.

RIGHT HAND.

There are three positions :

The first has the second finger on n

The second has the second finger on c

The third has the second finger on v

The second finger operates e u l c b v

The third, fourth and fifth fingers operate the keys under them respectively.

LEFT HAND.

There are three positions of the left hand, as follows :

The first has the second finger on a

The second has the second finger on f

The third has the second finger on k

The second finger operates a t f u k g

The third, fourth and fifth fingers operate the keys under them respectively.

ORDER OF FINGERS.

First is the thumb.

Second is the index.

Third is the middle, etc.

DAILY PROGRAM.

A.M.—8 to 8.10.

Chapel Exercises.

8.10 to 9.

Geometry.	Piano.
Arithmetic.	Point-print music writing.
Advanced English.	Organ.
Geography.	Piano tuning.
Reading.	Manual training.
Kindergarten.	

9 to 9.30.

Arithmetic.	Organ.
Physiology and hygiene.	Piano.
Kleidograph.	Acoustics.
Nature study.	Piano tuning.
Geography.	Manual training.
Spelling.	Kindergarten.
Point writing.	

9.30 to 10.

Recess.

10 to 10.30.

Arithmetic.	Piano.
United States history.	Organ.
Geography.	Piano tuning.
Kindergarten.	Harmony.
Manual training.	Music form.

10.30 to 11.40.

Arithmetic.	Piano.
Physics.	Piano tuning.
Elementary English.	Organ.
Language lessons.	Manual training.
Kindergarten.	Geography.

11.40 to 11.33.

Recess.

11.33 to 12.43.

Arithmetic.	Piano.
Geography.	Organ.
Calisthenics.	Piano tuning.
Kindergarten.	Harmonic notation.
Typewriting.	Manual training.

P.M. - 1.15 to 2.30.

Senior singing class.	Piano.
Junior singing class.	Piano tuning.
Typewriting.	Manual training.

2.30 to 3.15.

Reading.	Piano.
Elementary English.	Organ.
Spelling.	Music history.
Typewriting.	Piano tuning.
Home science.	Manual training.

3.15 to 3.30.

Recess.

3.30 to 4.15.

American selections.	Piano.
Reading.	Piano tuning.
Spelling.	Organ.
Typewriting.	Manual training.
Home science.	Kindergarten.

4.15 to 5.

Spelling.	Organ.
Typewriting.	Piano.
Home science.	Manual training.
Kindergarten.	Piano tuning.

Except from 6 to 6.30, the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study and the practice of music.

REGENTS REQUIREMENTS.

FROM THE SYLLABUS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

PRELIMINARY AND ACADEMIC EXAMINATIONS.

Below is a complete table grouped according to cognate relations of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses, of the secondary schools of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or for those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject.

Those who pass successfully in both parts of any of the following four parallel courses will receive half credit for the second part :

- 1 2d-year Latin *or* Cæsar.
- 2 3d-year Latin *or* Virgil's *Æneid*.
- 3 2d-year Greek *or* Anabasis.
- 4 3d-year Greek *or* Homer's *Iliad* and twenty weeks of equal grade.

Those who pass successfully in both of the following courses will receive full credit :

- 1 2d-year English *and* American selections.
- 2 3d-year English *and* English selections.
- 3 English reading *and* history of literature.

GROUP I.

LANGUAGE AND LITERATURE—ENGLISH (*a*).

- | | |
|-------------------------|------------------------------------|
| 4 English, 1st year, or | 4 English, 3d year, or |
| 2 Advanced English and | 2 Advanced English composition and |
| 2 English composition. | 2 English selections. |
| 4 English, 2d year, or | 4 English reading, or |
| 2 Rhetoric and | 4 History of literature. |
| 2 American selections. | 2 Business English (<i>d</i>). |

MODERN FOREIGN.

- | | |
|---------------------|----------------------|
| 4 German, 1st year. | 4 French, 3d year. |
| 4 German, 2d year. | 4 Spanish, 1st year. |
| 4 German, 3d year. | 4 Spanish, 2d year. |
| 4 French, 1st year. | 4 Spanish, 3d year. |
| 4 French, 2d year. | |

ANCIENT.

- | | |
|---------------------------------|---------------------------------|
| 4 Latin, 1st year (<i>b</i>). | 1 Latin composition. |
| 4 Latin, 2d year (<i>c</i>). | 4 Greek, 1st year (<i>b</i>). |
| 4 Caesar's Commentaries. | 4 Greek, 2d year (<i>c</i>). |
| 4 Latin, 3d year (<i>c</i>). | 4 Xenophon's Anabasis. |
| 2 Sallust's Catiline. | 2 Homer's Iliad. |
| 3 Cicero's Orations. | 4 Greek, 3d year (<i>c</i>). |
| 4 Virgil's Æneid. | 1 Greek composition. |
| 1 Virgil's Eclogues. | |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|-------------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 2 Trigonometry. |
| 2 Advanced algebra. | 2 Business arithmetic (<i>d</i>). |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------|--------------|
| 2 Astronomy. | 4 Chemistry. |
| 4 Physics. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and hygiene. |
| 2 Zoology. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|--|--------------------------------------|
| 2 Elementary U. S. history and civics. | 2 Civics. |
| 2 Greek history. | 2 Economics. |
| 2 Roman history. | 2 Commercial geography (<i>d</i>). |
| 2 Medieval history. | 2 Commercial law (<i>d</i>). |
| 2 English history. | 1 History of commerce (<i>d</i>). |
| 2 Advanced U. S. history. | |

GROUP 5.

OTHER STUDIES.

- | | |
|---------------------------------------|---|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 2 Stenography, 100 words per minute. | 2 Advanced bookkeeping (<i>d</i>). |
| 2 1st-year home science (<i>c</i>). | 2 Business practice, etc. (<i>d</i>). |
| 2 2d-year home science (<i>c</i>). | 1 Business writing (<i>d</i>). |
| 2 1st-year shopwork (<i>c</i>). | 2 Typewriting (<i>d</i>). |
| 2 2d-year shopwork (<i>c</i>). | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches. Counts.</i>	
English.....	12	34
German.....	3	12
French.....	3	12
Spanish.....	3	12
Latin.....	9	26
Greek.....	6	19
Mathematics.....	7	18
Science.....	8	20
History, etc.....	11	21
Other studies.....	12	25
Total.....	74	199

(a) No extra counts will be given to those who pass both in English, first year and advanced English and English composition; English, second year and rhetoric; English, third year and advanced English composition.

(b) In first-year Latin and Greek, candidates may take the separate examination or defer it and receive eight counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for first year's work and to take a separate examination in Cæsar or Anabasis rather than have eight counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar, and Greek, second year, as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) The special subjects for state business credentials may be credited toward academic credentials; advanced bookkeeping, commercial law, business English, business arithmetic, business practice and office methods, commercial geography and history of commerce, typewriting and business writing.

(e) For the present no formal written examinations will be given in home science and shopwork, but two counts will be allowed for the successful completion of each year's work on the certificate of the principal and the approval of the Regents inspector.

NOTES.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause.

SEVENTY-FIVE PER CENT. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents office, and all papers below standard will be returned to the candidates. For those accepted, pass cards will be issued.

CANDIDATES not attending schools in which Regents examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

PROFESSIONAL CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the high-school department.

SAMPLE PAPERS.—The academic papers and the professional papers for each year are bound in separate volumes, either of which is mailed in paper covers for twenty-five cents, or board for fifty cents. Unbound sample papers may be had for one cent each.

UNIVERSITY CREDENTIALS.

1. PASS CARD.—Any study.

2. PRELIMINARY (PREACADEMIC) CERTIFICATE.—Reading, writing, spelling, elementary English, arithmetic, geography.

3. ACADEMIC CERTIFICATES.—All preliminaries and the subjects specified for the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of these counts are in English.*

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

First-year Certificate.—No certificate is issued for 12 counts unless it includes the preliminaries and first-year English* (or English composition and 2 other English counts).

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8 are in English,* and not less than 6 each from the second, third and fourth groups.

Classical Academic Diploma.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Caesar or second-year Latin, Cicero, Virgil, Latin composition, first-year Greek, Xenophon or second-year Greek, *Iliad*, Greek composition, Greek history, Roman history.

Advanced Diplomas.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36, etc. counts in addition. On its face are specified the total counts, its name being determined by the highest multiple of 12.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned "with honor," and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Holders of diplomas may have studies passed later recorded on the back, or, by special request, on the face; but such indorsements will not be made on certificates.

DUPLICATE CREDENTIALS.—These will be issued to replace lost or soiled originals on receipt of twenty-five cents each for the extra labor of looking up and verifying records.

* Any foreign language may be substituted for English, but the papers of all students who claim this privilege will be revised carefully for English.

INSTRUCTIONS TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner :

“I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them.”

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected.*

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents examination till admitted by special permission from the University on written application to the secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in the order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines: 1, subject; 2, date; 3, place; 4, name, *e. g.* :

Arithmetic.....Albany High School.
June 15, 1905.....James Burns.

* Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula, “I do so declare,” followed by their signatures.

OUTLINE OF MUSIC STUDIES.

FROM THE SYLLABUS OF THE AMERICAN COLLEGE OF MUSICIANS.

NOTATION.

The staff; meter; rhythm; F, G, and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relation of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavicord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music; the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulation by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishments; harmonic embellishments; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts: one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts: all classes, as in first year. Four parts: all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation; canon. In addition to the study of examples, the student must prepare original exercises throughout the course. Fugue: the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciation. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form: theme and variations, etude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo: first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata: principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments; theoretic work; finale; higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ESTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; esthetic value of regular, displaced and syncopie accent; phrasing; characteristic accents; national and individual; melodic accents; thematic accent by transformations; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniment; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

The Technical course in each of these branches will be published separately.

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For the Year Ending September 30, 1903.

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Stuyvesant, John R.	1831-1840	Cushman, D. Alonzo	1837-1843
Price, Thompson	1831-1840	Blakeman, Wm. N., M.D. }	1837-1839
Ketchum, Morris	1831-1837		1841
Miller, Sylvanus	1831-1832	Wood, Isaac, M.D.	1837-1859
Crosby, William B.	1831-1833	Hart, Joseph C.	1837-1840
Lee, Gideon	1831-1836	Holmes, Curtis	1837-1838
Ketchum, Hiram	1831-1838	Roome, Edward	1837-1845
Wood, Samuel	1831-1836	Seton, Samuel W.	1837
Jenkins, Thomas W.	1831-1836	Gracie, Robert	1838-1861
Thomas, Henry	1831-1834	Demilt, Samuel	1838
Nevins, Rufus L.	1831-1832	Hart, James H.	1839
Beers, Joseph D.	1831-1832	Murray, Robert J.	1839-1858
Mott, Samuel F.	1831	Schermerhorn, Peter Augustus.	1839-1845
Patterson, Matthew C.	1831-1833	Tallmadge, Henry F.	1839-1841
Russ, John D., M.D.	1833-1834	Thompson, Martin E.	1839
Dwight, Theodore	1833-1837	Moore, Clement C.	1840-1850
Brown, Silas	1833-1859	Olyphant, D. W. C.	1840
Hagg, John P.	1833	Averill, Augustine	1840
Spring, George	1833-1835	Beers, Cyrenius	1841-1853
Walker, John W.	1833-1839	Suydam, Lambert	1841-1842
Miller, Franklin	1833-1835	Holmes, Silas	1841-1842
Steel, Jonathan D.	1833	Case, Robert L.	1841-1861
Allen, Moses	1834	Crosby, John P.	1841-1859
Lyon, Stephen	1834-1836	Collins, Stacey B.	1841
Dissozway, Gabriel P.	1834-1836	Schermerhorn, E. H.	1841-1842
Phelps, Anson G.	1834-1855	Marsh, James	1842-1852
Crosby, William H.	1835	Murray, Hamilton	1842-1847
Hoyt, Charles	1835-1839	Walsh, A. R.	1842-1850
Oakley, Charles	1835	Wood, John	1842-1850

Jones, Edward.....	1843-1850	Brown, John Crosby	1862-1864
Whitemore, William T.....	1843-1845	Van Rensselaer, Alex	{ 1862-1865
Smith, Floyd	1844-1848		{ 1867-1877
Dean, Nicholas	1844-1848	Potter, Clarkson N.....	1863-1866
Jones, William P.....	1846-1849	McLean, James M	1863-1890
Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmett, Thos. Addis, M.D..	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William	1866-1898
Day, Mahlon .. .	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Jones, George F.....	{ 1850-1859	De Rahm, Charles	1866-1890
	{ 1865	Hilton, Henry	1866
Adams, John G	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A	1867-1892
Cobb, James N	1851-1858	Butterfield, Daniel	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward	1852-1861	Gerard, James W	1869-1873
Ogden, John D., M.D.....	1853-1855	Schermerhorn, F. Augs.....	1870-1903
Craven, Alfred W.....	1854-1861	Marié, Peter.....	1870-1903
Olyphant, G. T.....	1855-1857	Rhoades, J. Harsen.....	1870-1873
Abbatt, William M.....	1855-1857	Rhinclander, Frederick W....	1874-1903
Noyes, William Curtis.....	1855-1859	Sheldon, Frederick.....	1874-1903
Dumont, William	1856-1862	Robbins, Chandler	1875-1903
Warren, James	1856-1859	Strong, Charles E.....	1875-1887
Cammann, George P., M.D.	1858	Schuyler, Philip.....	1878-1898
Rutherford, Lewis M.....	1858-1861	Prime, Temple.....	1878-1887
Van Rensselaer, Henry.....	1858-1860	Kane, John I.....	1881-1903
Hone, Robert S.....	1859-1891	King, Edward.....	1884-1893
Tomes, Francis	1859-1860	Schell, Edward	1885-1893
Norton, Charles B	1859-1861	Bronson, Frederick	1888-1900
Church, William H., M.D...	1859-1864	Kingsland, Ambrose C.....	1889-1890
Hutchins, Waldo.....	1860-1867	Robbins, George A.....	1889-1895
Tuckerman, Charles K.....	1860-1867	Kissel, Gustav E.....	1891-1903
Kennedy, James Lenox.....	1860-1864	Bowers, John M.....	1891-1903
Travers, William R	1860	Peabody, George L., M.D....	1891-1903
Tompkins, Daniel H	1860-1874	Marshall, Charles H.....	1892-1903
Aspinwall, J. Lloyd.....	1860-1861	Smith, Gouverneur M., M.D.	1893-1898
Suydam, D. Lydig	1861-1884	Davis, Howland	1894-1903
Daly, Charles P.....	1861	Duer, William A.....	1894-1903
Hosack, Nathaniel P	1862-1876	Hamilton, William G.....	1894-1903
Grafton, Joseph.....	1862-1872	Appleton, William W.....	1896-1903
Myers, T. Bailey.....	1862-1887	Tappen, Frederick D.....	1897-1901
Edgar, Newbold.....	{ 1862-1864	Armstrong, D. Maitland....	1898-1903
	{ 1868	Wheelock, George G., M.D..	1898-1903
Donnelly, Edward C.....	1862-1864	Fairchild, Charles S.....	1898-1903
Lord, James Cooper	1862-1864	Soley, James Russell.....	1900-1903
Schermerhorn, Alfred	{ 1862-1865	Winthrop, Egerton L., Jr....	1901-1903
	{ 1867-1868	Wickersham, George W.....	1902-1903
Irving, John Treat	1863-1896	Foster, Frederick De Peyster	1903

MANAGERS

OF

THE NEW YORK INSTITUTION FOR THE BLIND,

IN ALPHABETICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Abbatt, William M.....	1855-1857	Daly, Charles P.....	1861
Ackerly, Samuel, M.D.....	1831-1845	Davis, Howland.....	1894-1903
Adams, John G., M.D.....	1851-1858	Day, Mahlon.....	1849-1854
Allen, George F.....	{ 1836-1839 1841-1862	Dean, Nicholas.....	1844-1848
Allen, Moses.....	1834	Demilt, Samuel.....	1838
Appleton, William W.....	1896-1903	De Rahm, Charles.....	1866-1890
Armstrong, D. Maitland.....	1898-1903	Dissosway, Gabriel P.....	1834-1836
Aspinwall, J. Lloyd.....	1860-1861	Donaldson, James.....	1831-1832
Averill, Augustine.....	1840	Donnelly, Edward C.....	1862-1864
Averill, Herman.....	1831-1832	Duer, William A.....	1894-1903
Beadle, Edward L.....	1851-1862	Dumont, William.....	1856-1862
Beers, Cyrenius.....	1841-1853	Dwight, Theodore.....	1833-1837
Beers, Joseph D.....	1831-1832	Edgar, Newbold.....	{ 1862-1864 1868
Blakeman, Wm. N., M.D. }	1837-1839 1841	Emmett, Thos. Addis, M.D..	1865-1866
Bogert, Henry K.....	1831-1832	Fairchild, Charles S.....	1898-1903
Bolton, Curtis.....	1831-1835	Foster, Frederick De Peyster.	1903
Bowers, John M.....	1891-1903	Gracie, Robert.....	1838-1861
Bronson, Frederick.....	1888-1900	Grafton, Joseph.....	1862-1872
Brown, John Crosby.....	1862-1864	Gerard, James W.....	1869-1873
Brown, Silas.....	1833-1859	Hagg, John P.....	1833
Burrill, John E.....	1866-1867	Hamilton, William G.....	1894-1903
Butterfield, Daniel.....	1868	Hart, James H.....	1839
Cammann, George P., M.D..	1858	Hart, Joseph C.....	1837-1840
Case, Robert L.....	1841-1861	Hilton, Henry.....	1866
Chandler, Adoniram.....	1836	Hoffman, Charles B.....	1865-1868
Church, William H., M.D..	1859-1864	Hoffman, William B.....	1868-1879
Clift, Smith.....	1865-1893	Holmes, Curtis.....	1837-1838
Cobb, James N.....	1851-1858	Holmes, Silas.....	1841-1842
Collins, Stacey B.....	1841	Hone, Robert S.....	1859-1891
Craven, Alfred W.....	1854-1861	Hosack, Nathaniel P.....	1862-1876
Crosby, John P.....	1841-1859	Hoyt, Charles.....	1835-1839
Crosby, William B.....	1831-1833	Hutchins, Waldo.....	1860-1867
Crosby, William H.....	1835	Irving, John Treat.....	1863-1896
Cushman, D. Alonzo.....	1837-1843	Jenkins, Thomas W.....	1831-1836
		Jones, Edward.....	1843-1850

- Jones, George F. { 1850-1859
 } 1865
 Jones, William P. 1846-1849
 Kane, John I. 1881-1903
 Kennedy, James Lenox 1860-1864
 Ketchum, Hiram 1831-1838
 Ketchum, Morris 1831-1837
 King, Edward 1884-1893
 King, John A. 1848-1854
 Kingsland, Ambrose C. 1889-1890
 Kissel, Gustav E. 1891-1903
 Lee, Gideon 1831-1836
 Lord, James Cooper 1862-1864
 Lyons, Stephen 1834-1836
 Mandeville, William 1836-1837
 Marié, Peter 1870-1903
 Marsh, James 1842-1852
 Marshall, Charles H. 1892-1903
 McLean, James M. 1863-1890
 Miller, Franklin 1833-1835
 Miller, Sylvanus 1831-1832
 Moore, Clement C. 1840-1850
 Mott, Samuel F. 1831
 Murray, Hamilton 1842-1847
 Murray, Robert J. 1839-1858
 Myers, T. Bailey 1862-1887
 Nevins, Rufus L. 1831-1832
 Norton, Charles B. 1859-1861
 Noyes, William Curtis 1855-1859
 Oakley, Charles 1835
 Ogden, Gouverneur M. 1851-1857
 Ogden, John D., M.D. 1853-1855
 Olyphant, D. W. C. 1840
 Olyphant, G. T. 1855-1857
 Patterson, Matthew C. 1831-1833
 Peabody, George L., M.D. 1891-1903
 Phelps, Anson G. 1834-1855
 Potter, Clarkson N. 1863-1866
 Price, Thompson 1831-1840
 Prime, Temple 1878-1887
 Remsen, Henry 1831-1832
 Rhinelander, Frederick W. 1874-1903
 Rhoades, J. Harsen 1869-1872
 Robbins, Chandler 1875-1903
 Robbins, George A. 1889-1895
 Roome, Edward 1837-1845
 Russ, John D., M.D. 1833-1834
 Rutherford, Lewis M. 1858-1861
 Schell, Augustus 1849-1883
 Schell, Edward 1885-1893
 Schermerhorn, Alfred { 1862-1865
 } 1867-1868
 Schermerhorn, E. H. 1841-1842
 Schermerhorn, F. Augs. 1870-1903
 Schermerhorn, Peter Augs. 1839-1845
 Schermerhorn, William C. 1866-1901
 Schuyler, Philip 1878-1898
 Seton, Samuel W. 1837
 Sheldon, Frederick 1874-1903
 Sheldon, Henry 1846-1854
 Smith, Floyd 1844-1848
 Smith, Gouverneur M., M.D. 1893-1898
 Soley, James Russell 1900-1903
 Spring, George 1833-1835
 Steel, Jonathan D. 1833
 Stout, Francis A. 1867-1892
 Strong, Charles E. 1875-1887
 Stuyvesant, John R. 1831-1840
 Suydam, D. Lydig 1861-1884
 Suydam, Lambert 1841-1842
 Tallmadge, Henry F. 1839-1841
 Tappen, Frederick D. 1897-1901
 Thomas, Henry 1831-1834
 Thompson, Martin E. 1839
 Thurston, William R. 1846-1851
 Titus, Peter S. 1836
 Tomes, Francis 1859-1860
 Tompkins, Daniel H. 1860-1874
 Travers, William R. 1860
 Trulock, Joseph 1836-1840
 Tuckerman, Charles K. 1860-1867
 Van Rensselaer, Alex. { 1862-1865
 } 1867-1877
 Van Rensselaer, Henry 1858-1860
 Walker, John W. 1833-1839
 Walsh, A. R. 1842-1850
 Warren, James 1856-1859
 Wheelock, George G., M.D. 1898-1903
 Whitewright, William 1866-1898
 Whittemore, William T. 1843-1845
 Wickersham, George W. 1902-1903
 Winthrop, Egerton L., Jr. 1901-1903
 Wood, Edward 1852-1861
 Wood, Isaac, M.D. 1837-1859
 Wood, John 1842-1850
 Wood, Samuel 1831-1836

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1901
Schell, Augustus.....	1863-1883	Schermerhorn, F. Augs.....	1901-1903

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1903
Beadle, Edward L.....	1861-1862	Rhineland, F. W.....	1903

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1903
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	(1836-1839	Schermerhorn, F. Augs.....	1884-1901
	(1841-1859	Marshall, Charles H.....	1901-1903

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1903
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

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Russ, John D., M.D.....	1832-1834	Boggs, William.....	1843-1845
Office unfilled.....	} 1835 and part of 1836	Chamberlain, James F.....	1846-1852
Jones, Silas.....		Cooper, T. Golden.....	1853-1860
Vroom, Peter D., M.D.....	1841-1842	Rankin, Robert G.....	1861-1863
		Wait, William B.....	1863-1903

BOARD OF MANAGERS.

1903.

Terms of continuous service.

FREDERICK AUGUSTUS SCHERMERHORN,	Since 1870
* PETER MARIÉ,	" 1870
FREDERICK W. RHINELANDER,	" 1874
FREDERICK SHELDON,	" 1874
CHANDLER ROBBINS,	" 1875
JOHN I. KANE,	" 1881
GUSTAV E. KISSEL,	" 1891
JOHN M. BOWERS,	" 1891
GEORGE L. PEABODY, M.D.,	" 1891
CHARLES H. MARSHALL,	" 1892
HOWLAND DAVIS,	" 1894
WILLIAM A. DUER,	" 1894
WILLIAM G. HAMILTON,	" 1894
WILLIAM W. APPLETON,	" 1896
D. MAITLAND ARMSTRONG,	" 1898
GEORGE G. WHEELOCK, M.D.,	" 1898
CHARLES S. FAIRCHILD,	" 1899
JAMES RUSSELL SOLEY,	" 1901
EGERTON L. WINTHROP, JR.,	" 1901
GEORGE W. WICKERSHAM,	" 1902
FREDERICK DE PEYSTER FOSTER,	" 1902

* Deceased, January 13, 1903.

OFFICERS OF THE BOARD.

F. AUGUSTUS SCHERMERHORN, *President.*
 PETER MARIE, } *Vice-Presidents.*
 FREDERICK W. RHINELANDER, . . }
 CHARLES H. MARSHALL, *Recording Secretary.*
 FREDERICK SHELDON, *Corresponding Secretary.*
 HOWLAND DAVIS, *Treasurer.*

STANDING COMMITTEES.

Committee on Finance.

CHARLES S. FAIRCHILD, JOHN M. BOWERS,
 GEORGE W. WICKERSHAM.

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON, CHARLES H. MARSHALL,
 JOHN I. KANE, WILLIAM A. DUER,
 GEORGE G. WHEELLOCK, M.D.

Committee on Education.

CHANDLER ROBBINS, GEORGE L. PEABODY, M.D.,
 WILLIAM W. APPLETON, GUSTAV E. KISSEL.

Committee on Manual Training.

JAMES RUSSELL SOLEY, D. MAITLAND ARMSTRONG,
 EGERTON L. WINTHROP, JR., FRED'K DE PEYSTER FOSTER.

FACULTY.

WILLIAM B. WAIT, *Principal.*

Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
EVERETT B. TEWKESBURY,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	MARGARET A. MACANN,
GEORGIA T. SCHOONMAKER,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	JEAN Y. AYER.

Music Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
MARY WEATHERLOW.	

Tuning.

HENRY COFFRE.

Kindergarten.

NAOMI BOOMHOUR.

Manual Training and Home Science.

FRANCES A. WARD,	MARY B. SCHOONMAKER,
RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK,
JENNIE AGNEW.	

Administrative Department.

DWIGHT L. HUBBARD, M.D.,	<i>Attending Physician.</i>
* WILLIAM H. HARRISON,	<i>Steward.</i>
ANNA L. PHIPPS,	<i>Matron.</i>
L. ADELLE ROGERS,	<i>Matron.</i>
ZOE KNAPP,	<i>Librarian and Stenographer.</i>
MARGARET P. FROST,	<i>Accountant.</i>
ALICE HATCHMAN,	<i>Assistant.</i>
HANNAH M. RODNEY,	<i>Assistant.</i>
ANNA M. SHERIDAN,	<i>Assistant.</i>

* Until January 1, 1903.

SIXTY-EIGHTH ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York:

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1903.

The whole number of pupils during the last year was 179.

The report of the Principal, which gives much interesting information relating to the work of the school, is annexed.

The following is a statement of the moneys received and expended:

CURRENT ACCOUNT.

Balance September 30, 1902.....	\$3,584.19	
Current receipts	75,419.78	
	<hr/>	\$79,003.97
Current expenditures	\$72,575.29	
Cash balance September 30, 1903	6,428.68	
	<hr/>	\$79,003.97

INVESTMENT FUND ACCOUNT.

Balance September 30, 1902.....	\$86,844.43	
Receipts—		
Legacies	24,193.76	
Interest and rents.....	13,389.34	
	<hr/>	\$124,427.53
Payments—		
Taxes	\$8,447.23	
Transferred to current account.....	14,000.00	
Balance September 30, 1903.....	101,980.30	
	<hr/>	\$124,427.53

BUILDING FUND ACCOUNT.

Balance September 30, 1902.....	\$20,089.17	
Interest	466.79	
	<hr/>	\$20,555.96
Expenditures in building operations	\$19,700.29	
Balance September 30, 1903	855.67	
	<hr/>	\$20,555.96

LIBRARY FUND.

Balance September 30, 1902.....	\$2,754.44	
Interest and cash received	108.90	
	<hr/>	\$2,863.34

The Treasurer's statement, which is annexed, gives a detailed account of the current receipts and expenditures.

The Managers gratefully acknowledge the receipt during the year of twenty-four thousand one hundred and ninety-three dollars and seventy-six cents (\$24,193.76) from the estate of Mary J. Walker, which sum has been added to the Investment Fund Account.

The following is a list of the legacies and donations which have been received by the Institution since its organization in 1831 to September 30, 1903 :

Miles R. Burke.....	\$2,000.00	Thomas Eggleston.....	\$2,000.00
Jane Van Cortland.....	300.00	Sarah A. Riley.....	100.00
Isaac Bullard.....	101.66	William E. Saunders.....	725.84
Elizabeth Bayley.....	100.00	Thomas Eddy.....	1,027.50
John Jacob Astor.....	5,000.00	Robert C. Goodhue.....	1,000.00
William Bean.....	500.00	Jonathan C. Bartlett.....	190.00
Peter G. Stuyvesant.....	3,000.00	Stephen V. Albro.....	428.57
John Horsburgh.....	5,000.00	John Penfold.....	470.00
Elizabeth Demilt.....	5,000.00	Madam Jumel.....	5,000.00
Sarah Demilt.....	2,000.00	Mrs. Steers.....	34.66
C. D. Betts.....	40.00	Thomas Garner.....	1,410.00
Sarah Penny.....	500.00	Elizabeth Magee.....	534.00
Sarah Bunce.....	500.00	Chauncey and Henry Rose..	5,000.00
Elizabeth Idley.....	196.00	John J. Phelps.....	2,350.00
Samuel S. Howland.....	1,000.00	Rebecca Elting.....	100.00
William Howe.....	2,985.14	Gerard Martins.....	500.00
Margaret Fritz.....	100.00	Regina Horstein.....	250.00
James McBride.....	500.00	John Alstyne.....	10,320.44
Charles E. Cornell.....	521.96	Elizabeth and Sarah Wooley.	5,984.83
Charles E. Deming.....	50.00	Benjamin Nathan.....	1,000.00
Mrs. De Witt Clinton.....	200.00	Thomas M. Taylor.....	6,151.94
W. Brown.....	465.00	Simeon Abrahams.....	5,052.70
Elizabeth Gelston.....	1,000.00	James Peter Van Horn.....	20,000.00
Robert J. Murray.....	500.00	Caleb Swan.....	500.00
Seth Grosvenor.....	10,000.00	Mrs. A. E. Schermerhorn..	10,000.00
Elijah Withington.....	100.00	Henry H. Munsell.....	3,396.32
Benjamin F. Butler.....	812.49	Thomas C. Chardevoyne....	5,000.00
Frissel Fund.....	2,000.00	William Dennistoun.....	11,892.77
Simeon V. Sickles.....	6,561.87	William B. Astor.....	5,000.00
Anson G. Phelps.....	5,675.68	Benjamin F. Wheelwright..	1,000.00
Thomas Reilly.....	2,254.84	George T. Hewlett, executor.	500.00
Elizabeth Van Tuyle.....	100.00	J. L. (of Liverpool, England)	25.00

Ephraim Holbrook.....	\$39,458.16	Polly Dean.....	\$500.00
Mrs. Emma B. Corning....	5,000.00	John Delaplaine	302.99
Eliza Mott.....	1,475 54	Abby A. Coates Winsor	1,000.00
Maria M. Hobby.....	2,509.82	Harriet Flint.....	1,776 74
Daniel Marley.....	1,749.30	Maria C. Robbins.....	10,000.00
Henry E. Robinson.....	6,000.00	Cash (sundry donations)....	133.18
Henry Schade	20.00	Julia A. Delaplaine	38,842 25
Caroline Goff.....	4,161 59	Mary E. Brandish.....	89.40
Catherine P. Johnston.....	530.00	Thomas W. Strong.....	1,893.00
Mrs. Emma Strecker.....	12,221.66	Maria Moffett.....	14,112.21
Eli Robbins.....	5,000.00	Maria Moffett, other stocks..	2,800.00
Margaret Burr.....	11,011.11	John Vanderbilt	25.00
Mary Burr	10,611.11	William Clymer.....	2,000.00
Samuel Willetts	5,045.00	Julia L. Peyton.....	1,000.00
Roosevelt & Sons	45.00	Amos R. Eno.....	5,000.00
Augustus Schell.....	5,000.00	Clarissa L. Crane.....	1,000.00
James Kelly.....	5,000.00	Leopold Boscowitz.....	1,000.00
George Merrill.....	40.00	Emeline S. Nichols.....	5,000.00
William B. and Leonora S.		Margaret Salisbury	100.00
Bolles	2,949.11	Sarah B. Munsell.....	477.56
Edward B. Underhill.....	500.00	Edward L. Beadle.....	4,303.99
Harriet Gross.....	1,000.00	Cecelia J. Loux.....	2,000.00
Mary Hopeton Drake	2,340.00	Mrs. E. Douglas Smith.....	40.00
George Dockstader.....	325.00	William C. Schermerhorn...	10,000.00
Mary Rogers.....	1,000.00	Mary J. Walker.....	24,193.76

Of the funds thus received, there were invested in New York City stock nineteen thousand dollars (\$19,000) at par value, and in bonds secured by mortgage on real estate in this city one hundred and fifty-six thousand dollars (\$156,000). A portion of these funds, amounting to one hundred and one thousand nine hundred and eighty dollars and thirty cents (\$101,980.30), is deposited at interest in the Union Trust Company.

The remainder of the fund has been applied in such ways as the Managers have thought would best promote the educational work for which the Institution was founded, and secure the financial position and the physical conditions which are essential to the success and stability of the Institution.

During the past year some progress has been made in preparations for putting up new buildings for the occupation and use of the Institution on the site long since secured at One Hundred and Sixty-fifth to One Hundred and Sixty-eighth Streets. The work in progress comprises excavation and grading on the

building site, opening a road on the line of what will be One Hundred and Sixty-eighth Street, between Broadway and Fort Washington Avenue, and in filling the lowland lying west of the building site, which is overflowed by water from the Hudson River.

The outlay for the last named item has been made necessary by an order of the Board of Health, requiring that all standing water be excluded from the premises lying between One Hundred and Sixty-fifth and One Hundred and Sixty-eighth Streets.

The development of plans has been very considerably delayed by a project to widen Boulevard La Fayette, which bounds our building site on the west, and to construct a "commercial road" and a bridle path from One Hundred and Fifty-seventh Street to One Hundred and Eightieth Street. The plan required that forty feet be taken from the entire western front of our building site, which by reason of its rugged topography is already too small.

While the Managers are heartily in favor of public improvements that are really necessary and that will improve and beautify this part of the city, still they feel that this project will inflict a serious damage upon the Institution, partly in the loss of ground necessary to its educational purposes, and partly in the heavy assessments which it must pay, and for which the improvement will confer no compensating advantage.

Owing to the prevailing high price of provisions, \$280 per pupil has proved insufficient to meet the current expenses of the Institution, and the Managers, therefore, respectfully ask of your Honorable Body that the per capita compensation for the education of State pupils be raised from two hundred and eighty dollars (\$280) to three hundred dollars (\$300) for the ensuing year.

All of which is respectfully submitted,

THE NEW YORK INSTITUTION FOR THE BLIND.

F. AUGS. SCHERMERHORN, *President*.

CHARLES H. MARSHALL, *Recording Secretary*.

City and County of New York, ss. :

F. AUGS. SCHERMERHORN, of said city, being duly sworn, saith: That he is President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

F. AUGS. SCHERMERHORN.

Sworn to before me this 23d day }
of December, 1903. }

HULBERT PECK,

Notary Public, New York County.

REPORT OF THE TREASURER.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1903.

<i>Dr.</i>		<i>Cr.</i>	
CURRENT FUND.			
Balance, September 30, 1902.....	\$3,584.19		
Received from :			
State of New York.....	\$38,759.89	Supplies.....	\$15,215.70
State of New Jersey.....	5,896.77	Salaries and wages.....	31,884.85
New York City.....	606.00	Clothing, dry goods, etc.....	3,302.87
Music and instruction.....	790.08	Furniture and fixtures.....	1,844.07
Clothing, dry goods, etc.....	104.75	Principal's fund.....	500.00
Supplies.....	293.18	Repairs and improvements.....	1,088.68
Petty account.....	1.05	Traveling.....	58.42
Furniture and fixtures.....	3.50	Electricity.....	84.46
New York County.....	2,566.98	Gas.....	1,646.20
Kings County.....	1,390.30	Music and instruction.....	3,101.36
Queens County.....	216.71	Manual training.....	649.12
Suffolk County.....	50.00	Taxes.....	8,447.23
Nassau County.....	2.19	Legal expense.....	48.60
Putnam County.....	2.19	Petty account.....	1,253.23
Richmond County.....	91.64	Drugs and medicines.....	67.60
Investment fund.....	22,447.23	Fuel.....	3,282.90
Interest.....	150.47	Insurance.....	100.00
Manual training.....	1,691.25		
Rent.....	295.00		
	<u>75,419.78</u>		
	\$79,003.97	Cash Balance, September 30, 1903.....	\$72,575.29
			<u>6,428.68</u>
			\$79,003.97

New York, November 23, 1903.

The foregoing statement of Howland Davis, Treasurer, has been examined by us and found to be correct.

(Signed)

HOWLAND DAVIS, Treasurer.

(Signed)

GEORGE W. WICKERSHAM,
CHARLES S. FAIRCHILD,

} Finance Committee.

Report of the Principal.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1903:

Number of pupils September 30, 1902.....	161
Admitted during the year.....	18
<hr/>	
Whole number instructed.....	179
Reductions	27
<hr/>	
Number remaining.....	152

In every institution, whether commercial, industrial or educational, that persists long enough to develop proper methods and acquire experience, facilities and organization, it becomes necessary to ascertain the character and quality of the work done, by a comparison with similar products and results according to recognized tests and standards. The value of that which comes without direct personal cost is hard to appreciate, and hence such tests are urgently needed in all free education, in which the tendency to undervalue and waste opportunities is natural and strong.

The application of such tests at regular intervals eliminates bad methods and superfluous subject matter, arouses the ambition and sustains the interest of teachers and students, and prevents indifference, idleness and absence.

In 1890 we began proving our school work through examinations by the University of the State of New York, of which this Institution is a member, and since that time have continued the practice as an established part of the school work.

The examinations take place in January, March and June of each year, and the benefits derived are manifest in the increased and sustained efficiency of the teaching, in greater industry and a real love for Literature and learning on the part of the pupils, and by the higher reputation and rank which this Institution has attained.

In my report of 1899 there were given some tables compiled from the reports of the Regents, showing the results of the examinations in the schools of the State generally, as compared with the results obtained in this school.

The facts disclosed by the inquiry were not only gratifying, but possessed considerable value, for they not only furnished a definite knowledge of the real status of our work, as compared with that of ordinary schools, but showed the comparative excellence of our work in Spelling, thus dissipating an illusion entertained by teachers generally that blind children are and must necessarily be the worst of poor spellers.

Since the publication referred to, examinations have been held through five more years, the State figures for three of which are now at hand, and the inquiry is taken up again with a view to still further establish the relative quality of our work during this latter period.

In the following table the results are given in percentages, as found by careful tabulation and comparison of the statistics published in the yearly reports of the Regents of the University of the State of New York.

The table presents the examination facts in three phases, viz. :

1. The number of papers claimed by the schools as being up to standard out of the whole number written.
2. The number of papers allowed by the Regents examination department out of the whole number examined.
3. The number of papers allowed out of the whole number claimed.

The figures under 1898 are for seven years ending June 30, 1898; under 1901 for three years ending June 30, 1901, and under 1903 for the five years ending June 30, 1903.

TABLE 1.

<i>Subjects.</i>	<i>Per cent. claimed of number examined. State.</i>				<i>Per cent. allowed of number examined. State.</i>				<i>Per cent. allowed of number claimed. State.</i>			
	<i>1898.</i>	<i>1901.</i>	<i>1898.</i>	<i>1903.</i>	<i>1898.</i>	<i>1901.</i>	<i>1898.</i>	<i>1903.</i>	<i>1898.</i>	<i>1901.</i>	<i>1898.</i>	<i>1903.</i>
Reading.....	96	97	95	80	96	97	95	80	100	100	100	100
Writing.....	90	94	97	100	90	94	97	100	100	100	100	100
Spelling.....	61	70	72	82	59	68	71	82	96	98	99	99
Elementary English..	57	65	54	74	51	53	54	68	89	82	100	93
Geography.....	58	61	74	66	53	56	74	66	91	91	100	100
Arithmetic.....	55	60	69	68	52	59	69	68	96	98	100	100
Advanced arithmetic..	46	54	52	29	34	45	52	29	70	83	100	100
Advanced English....	51	65	34	56	38	48	33	56	73	74	97	100
English composition..	74	79	92	87	60	62	92	87	81	79	100	100
Rhetoric.....	70	80	93	74	58	60	84	74	82	75	92	100
American literature...	84	..	86	..	74	..	86	..	82	..	100	..
Physics.....	58	70	64	25	40	59	64	25	67	84	100	100
Physiology & Hygiene.	61	67	64	61	53	60	64	61	86	90	100	100
United States history..	63	67	74	87	53	57	74	87	85	85	100	100
N. Y. State history...	72	..	39	..	58	..	35	..	81	..	89	..
Roman history.....	85	83	100	63	72	71	100	63	85	85	100	100
English history.....	73	77	83	77	58	64	83	77	80	84	100	100
Physical geography...	72	71	87	76	63	64	87	76	88	90	100	100
Geology.....	79	87	70	100	68	78	69	100	83	90	100	100
Algebra.....	72	..	100	..	70	..	100	..	98	..	100	..
English literature.....	..	92	..	71	..	83	..	71	..	90	..	100
Civics.....	..	72	..	56	..	62	..	56	..	87	..	100
General history.....	..	85	..	83	..	70	..	83	..	89	..	100
Geometry.....	..	66	..	83	..	59	..	83	..	90	..	100
Advanced U. S. history	..	71	..	73	..	53	..	67	..	75	..	93
Psychology.....	..	89	..	82	..	76	..	82	..	86	..	100
American selections...	..	88	..	60	..	76	..	60	..	86	..	100
Advanced Eng. comp..	..	78	..	89	..	38	..	89	..	49	..	100
English selections....	..	89	..	100	..	78	..	100	..	88	..	100
Home science.....	..	68	..	100	..	3	..	100	..	5	..	100
Average.....	69	76	75	74	60	63	74	74	86	83	99	99

It may here be pointed out that the first subdivision of Table 1, number claimed of number examined, is the resultant of four operative factors, namely, teachers' class work, pupils' class work, pupils' examination work, and teachers' judgment as to the merits of the examination work.

The second subdivision, number allowed of number examined, expresses the operation of four factors, namely, teachers' class work, pupils' class work, pupils' examination work, and Regents examiners' judgment of the work.

The third subdivision, number allowed of number claimed, represents two principal factors, namely, teachers' care, knowledge and judgment in rating examination papers, and the care, knowledge and judgment of the Regents examiners in rating the same papers.

While the work of the pupils and various matters over which teachers have no control will largely affect the results shown under the first two subdivisions, the teachers are wholly responsible for the ratings they give to answer papers.

Though ambition or anxiety for the success of pupils may sometimes induce overrating, a paper which is rated too high, whether for either of these reasons or because of carelessness, misapprehension, incapacity or want of judgment, will be rejected, and the blame will unavoidably rest upon the teachers responsible for the error.

Furthermore, and what is of much more importance, a tendency to overvalue examination work may be significant of the same tendency in regular class work, which will inevitably lead to excessive claims, a large percentage of failures, and a low average of results. This is a point, therefore, upon which every teacher should be solicitous, and careful to avoid any mistakes.

The averages in the lowest line of Table 1 present some interesting features.

Of the whole number examined in the given subjects for the seven years, the State schools claim 69%, while for the past three years the claim rose to 76%, a gain of 7 points, or 10.1%. For the Institution, the similar claims for seven years were 75%, and for the past five years 74%, a loss of 1 point, or 1.3%.

Under the head of claims allowed to whole number examined, the State schools rose from 60% to 63%, a gain of 5%. Under this heading the average of the Institution for the two periods of seven and five years was the same, namely, 74%.

Under the head of papers allowed to papers claimed, the State schools fell from 86% to 83%, a loss of three points, or 3.4%, while the Institution for the two periods of seven years and five years remained at 99%.

If the results for the last three years for the State and for the last five years for this school be compared with the results for the seven-year period, the gains or losses in each subject, if any, will appear.

For example, take the subject of Spelling for the several periods :

For the seven-year period, of those examined the	
State schools claimed.....	61.0%
For the three-year period.....	70.0%
This is a gain of 9 points, or.....	14.7%
For seven years, this school claimed.....	72.0%
And for the last five years.....	82.0%
This is a gain of 10 points, or.....	13.8%

For the same period, the papers allowed of papers	
examined were for the State, seven years.....	59.0%
For the State, three years.....	68.0%
Gain, 9 points, or.....	15.2%
For this school, the papers allowed were for seven	
years.....	71.0%
For the last five years.....	82.0%
Gain, 11 points, or.....	15.4%

The papers allowed to those claimed were State	
schools for seven years.....	96.0%
For three years.....	98.0%
Gain, 2 points, or.....	2.0%

In my first comparisons of results given in the report for September 30, 1899, attention was particularly called to the subject of Spelling, a branch in which by general consent blind students were held to be necessarily and hopelessly inferior to those who can see. Blindness so completely prevents the common methods of practice in Spelling and so limits the range and use of Literature that the assumption seems to be not only plausible but reasonable.

A comparison of the results obtained in this school and in the State schools threw a new light upon this subject, dispelled the old disparaging belief, and actually reversed the position.

In 1899 the comparison covered seven years of work, and the inquiry is now continued over three more years for the State and five more for the Institution.

The following tables show the results :

	<i>Per cent. claimed of number examined.</i>				<i>Per cent. allowed of number examined.</i>				<i>Per cent. allowed of number claimed.</i>			
	<i>Inst.</i>		<i>State.</i>		<i>Inst.</i>		<i>State.</i>		<i>Inst.</i>		<i>State.</i>	
	<i>1898. For</i>	<i>1903. For</i>	<i>1898. For</i>	<i>1901. For</i>	<i>1898. For</i>	<i>1903. For</i>	<i>1898. For</i>	<i>1901. For</i>	<i>1898. For</i>	<i>1903. For</i>	<i>1898. For</i>	<i>1901. For</i>
	<i>7 yrs.</i>	<i>5 yrs.</i>	<i>7 yrs.</i>	<i>3 yrs.</i>	<i>7 yrs.</i>	<i>5 yrs.</i>	<i>7 yrs.</i>	<i>3 yrs.</i>	<i>7 yrs.</i>	<i>5 yrs.</i>	<i>7 yrs.</i>	<i>3 yrs.</i>
Spelling.....	72	82	61	70	71	82	59	68	99	99	96	98

Comparing the three and five year periods each with the seven-year period, the following changes appear :

In papers claimed of number examined the Institution gained.....	13.8%
The State gained.....	14.7%
In papers allowed of number examined the Institution gained.....	15.4%
The State gained.....	15.2%
In papers allowed of number claimed the Institution secured for each period.....	99.0%
The State gained.....	2.0%

During the seven years ending June 30, 1898, the Institution exceeded the State

- 18.0% in papers claimed of number examined.
- 20.3% in papers allowed of number examined.
- 3.1% in papers allowed of number claimed.

During the three years for the State ending June 30, 1901, and five years for the Institution ending June 30, 1903, the Institution exceeded the State

- 17.1% in papers claimed of number examined.
- 20.5% in papers allowed of number examined.
- 1.0% in papers allowed of number claimed.

For the whole period of ten years for the State and twelve years for the Institution, the Institution exceeded the State

20.3% in papers claimed of number examined.

22.5% in papers allowed of number examined.

2.0% in papers allowed of number claimed.

For the first period of seven years it appears that of the whole number examined in Spelling, the Institution passed 71% and the State 59%, a difference in favor of the Institution of 12%.

For the last period of three years for the State and five for the Institution, the Institution passed 82% and the State 68%, a difference in favor of the Institution of 14%. In the last three years the State has gained 15.2% in papers passed, and the Institution 15.4%.

If the excess of advantage were shared equally between the State schools and the Institution, it could easily be accounted for as resulting from those variable conditions which exist to a greater or less extent in all schools, and which cause results in one year to differ from those of another. But when for a period of years the advantage is on one side, and that, too, the weaker one, it seems that the cause must lie largely in the different theories adopted as the basis of practice in this branch of language work.

In the previous discussion of this question (Report September 30, 1899), it was shown, first, that the sense of hearing and the speaking voice, together with the phonic memory and the vocal memory, constitute the primary physiological and psychological basis of language, and therefore of Spelling; second, that as written letters and words are only the signs for the real objects, visual methods and memories, of which visual writing is one, should only be used as supplemental to, and not as a substitute for, aural methods and memories. The experience of the past five years confirms the opinion that this view is pedagogically correct.

The low efficiency of schools generally in Spelling has created a wide interest and resulted in some valuable contributions on this subject.

Among the new textual books for the current year is one by George E. Johnson of the University School, Cleveland, Ohio. Referring to the *phonic* difficulties of our language, Mr. Johnson says: "More than ninety-five per cent. of the errors in spelling monosyllables are in the vowels."

The reference is, of course, to the spelling of pupils having sight, and who every day and hour see the vowels correctly used in spelling books, text books and all reading matter. The memory is that of lineal form, but if the words be written, the form will usually differ from the printed form, thus giving rise to another series of form memories, which hinders rather than helps the learner. The motor memory of writing is probably dependent upon and inseparable from the form memory.

The right use of vowels must depend upon memories of some kind. In this case it appears that, notwithstanding all these visual resources in constant use, ninety-five per cent. of all errors in monosyllabic spelling occur with less than one-third of the letters of the alphabet.

I am indebted to Mr. Johnson for some interesting data contributed by Herman Schiller, a German investigator, who has made extensive tests with German children to prove the value of methods in Spelling. From his experiments Mr. Schiller determined the value of several different practice methods, under the two general heads of visual and oral, to be as follows, from highest to lowest:

1. Copying with speaking (naming the letters softly).
2. Copying with speaking aloud.
3. Seeing with writing movement.
4. Spelling (hearing the letters named).
5. Seeing with speaking aloud.
6. Seeing with speaking softly.
7. Seeing alone.
8. Hearing with writing movement.
9. Hearing with speaking aloud.
10. Hearing with speaking softly.
11. Hearing alone (word pronounced only).

In all these methods, except hearing the letters named, and hearing the word pronounced but not spelled, the work is done by the pupil alone.

Spelling based on words pronounced but not spelled to the pupils takes lowest place, but spelling based on words both pronounced and spelled to the ear takes fourth place. Here it should be noted that there is a long period in a child's life before it has learned to read or write, when hearing and speech are the only available means of learning language.

It will be seen that Schiller gives first place to a composite method: copying and speaking softly, the complete act involving four memories, namely, a visual form memory, a manual motor memory, a vocal motor memory, and the aural memory, which last necessarily accompanies an articulated sound, for if there be no hearing there can be no speech.

The scheme outlined by Mr. Schiller doubtless embraces all the expedients employed with pupils who can see, but, as will be seen, differs widely from the practice in this school, which is outlined as follows:

1. Speaking word by teacher.
2. Hearing word by pupil.
3. Speaking letters and syllables by teacher.
4. Hearing letters and syllables by pupil.
5. Speaking word by pupil. } Hearing himself.
6. Speaking letters by pupil. }
7. Hearing word spoken and spelled by teacher, writing in embossed form with reading by touch, with and without loud speaking in class order.
8. Hearing word spoken without spelling, with writing on typewriter.

Comparing the two schemes, it may be said that in respect to hearing, speaking and writing, they are substantially similar, although in practice the blind are always at disadvantage. Our scheme, however, does not embrace any of the visual resources which form a very important part of the scheme for pupils who

can see ; and yet, as before seen, the visual basis, as typified in Mr. Schiller's practice school, has yielded 64% in results, while the aural basis has given 77%.

In the matter of writing and reading, there is, of course, a wide dissimilarity in appliances and in their operation, but no one will for a moment contend that the sense of touch is at all commensurate with the sense of sight. The difference in results seems to be dependent on the difference in value assigned to visual and aural methods.

In schools for the seeing, visual methods are given first place throughout the course, and the sense of sight is intensively and systematically trained in color, form, drawing, nature study, manual training, games, and in many other ways, while hearing is quite neglected. Indeed, the hearing and aural methods receive about as much consideration in schools for the seeing as sight and visual methods do in schools for the blind. Hearing is not wholly ignored, but it is used only in casual ways, and is never systematically trained on pedagogical lines, even in the study of Music. In schools for the blind, visual methods are impracticable, and hearing necessarily takes first place, and is the chief foundation and reliance in the study of language and all other subjects.

In connection with the subject of examinations, it should be pointed out that a large part of the time and energy of this school is devoted to a thorough and extended course of music study, technical and theoretical, in which the attainments of the pupils are very meritorious. Owing, however, to the peculiar and anomalous organization of the University of the State of New York, music subjects are not recognized in the preliminary, secondary or high school courses, and hence our pupils can receive no credentials, and the Institution no recognition for the extensive and excellent work done in the music department.

The educational interests of the State would be promoted and the University broadened and strengthened if the branches of music study were added to the University list of subjects, and credentials offered for successful work, the same as is done in

other subjects. Obviously, if the time we devote to music could have been given to literary studies, our examination results would have been greatly increased.

The educational resources of technical and theoretical music are indispensable to the education of the blind. The difficulties are many and great, but our facilities are excellent, our methods good, and the results gratifying.

In June last fifteen examinations of the American College of Musicians were successfully passed by pupils of the Music Department in Organ Demonstrative, Acoustics, Form and Æsthetics.

The use of raffia in the Manual Training classes has justified the hopes raised concerning it more than two years ago, when it was introduced. The material easily brings the mind and the hand into agreeable relation, and offers the widest scope for ever increasing skill, facility, ingenuity, originality and taste. In the Manual Training course usually prescribed for children who see, the first step is taken with raffia, which is followed by cord-work. At first we observed this order, but experience has shown that in our classes the lessons in cord-work should precede those with raffia, as the former is firmer and more easily manipulated by beginners than the latter.

One of the interesting and very enjoyable features of the term which opened in September was a series of lectures by Miss Hannah A. Babcock, for many years identified with the Music Department, and who, in company with Mrs. Wait, spent several weeks during the past summer in travel abroad. The route followed a short itinerary through the Netherlands, the Rhine district, Switzerland, Italy, France, England and Scotland. In a course of thirteen lectures, each occupying forty-five minutes, Miss Babcock gave a graphic account of her observations and impressions of places and people, enriched by copious references to geography, scenery, history, biography, architecture, literature, music and art. These lectures, given to the faculty and school, were a noteworthy contribution to the educational work of the year, and will long be remembered with pleasure by those who heard them.

The recent purchase of thirty-seven new typewriting machines has greatly improved our facilities for class work in all branches.

The wide range of text books now available in New York Point, which is being steadily enlarged by the addition of important works, a complete outfit of writing appliances, comprising point tablets, kleidographs and typewriting machines, has greatly stimulated the mental activities of the pupils and increased the desire for real disciplinary work and for self-culture.

The year has been one of hard work, and while nothing else could have been expected, still it affords me much pleasure to express my appreciation of the cordial co-operation of my co-workers, and to commend the pupils for their interest, industry and good deportment.

Respectfully submitted,

WILLIAM B. WAIT, *Principal.*

DAILY PROGRAM.

A.M.—8 to 8.10.

Chapel Exercises.

8.10 to 9.

Geometry.	Piano.
Arithmetic.	Point music notation.
Advanced English.	Counterpoint.
Geography.	Organ.
Reading.	Piano tuning.
Kindergarten.	Manual training.

9 to 9.50.

Arithmetic.	Harmonic notation.
Physiology and hygiene.	Harmony.
Kleidograph.	Organ.
Nature study.	Piano.
Geography.	Piano tuning.
Spelling.	Manual training.
Point writing.	Kindergarten.

9.50 to 10.

Recess.

10 to 10.50.

Arithmetic.	Organ.
Elementary U. S. history.	Piano.
Advanced U. S. history.	Piano tuning.
Geography.	Manual training.
Kindergarten.	

10.50 to 11.40.

Arithmetic.	Piano.
Physics.	Organ.
Elementary English.	Manual training.
Language lessons.	Piano tuning.
Kindergarten.	Geography.

11.40 to 11.55.

Recess.

11.55 to 12.45.

Arithmetic.	Organ.
Geography.	Piano tuning.
Calisthenics.	Harmonic notation.
Kindergarten.	Harmony.
Algebra.	Manual training.
Piano.	

P.M.—1.45 to 2.30.

Senior singing class.	Piano.
Junior singing class.	Piano tuning.
Typewriting.	Manual training.

2.30 to 3.15.

Reading.	Piano.
Spelling.	Organ.
Typewriting.	Music history.
Elementary English.	Piano tuning.
Home science.	Manual training.

3.15 to 3.30.

Recess.

3.30 to 4.15.

Latin, 1st year.	Piano.
Reading.	Piano tuning.
Spelling.	Organ.
Typewriting.	Manual training.
Home science.	Kindergarten.

4.15 to 5.

Spelling.	Organ.
Typewriting.	Piano.
Home science.	Manual training.
Kindergarten.	Piano tuning.

Except from 6 to 6.30, the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study and the practice of music.

REGENTS REQUIREMENTS.

FROM THE SYLLABUS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

PRELIMINARY AND ACADEMIC EXAMINATIONS.

Below is a complete table grouped according to cognate relations of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses, of the secondary schools of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or for those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject.

Those who pass successfully in both parts of any of the following four parallel courses will receive half credit for the second part :

- 1 2d-year Latin *or* Cæsar.
- 2 3d-year Latin *or* Virgil's *Æneid*.
- 3 2d-year Greek *or* Anabasis.
- 4 3d-year Greek *or* Homer's *Iliad* and twenty weeks of equal grade.

Those who pass successfully in both of the following courses will receive full credit :

- 1 2d-year English *and* American selections.
- 2 3d-year English *and* English selections.
- 3 English reading *and* history of literature.

GROUP I.

LANGUAGE AND LITERATURE—ENGLISH (*a*).

- | | |
|-------------------------|------------------------------------|
| 4 English, 1st year, or | 4 English, 3d year, or |
| 2 Advanced English and | 2 Advanced English composition and |
| 2 English composition. | 2 English selections. |
| 4 English, 2d year, or | 4 English reading, or |
| 2 Rhetoric and | 4 History of literature. |
| 2 American selections. | 2 Business English (<i>d</i>). |

MODERN FOREIGN.

- | | |
|---------------------|----------------------|
| 4 German, 1st year. | 4 French, 3d year. |
| 4 German, 2d year. | 4 Spanish, 1st year. |
| 4 German, 3d year. | 4 Spanish, 2d year. |
| 4 French, 1st year. | 4 Spanish, 3d year. |
| 4 French, 2d year. | |

ANCIENT.

- | | |
|---------------------------------|---------------------------------|
| 4 Latin, 1st year (<i>b</i>). | 1 Latin composition. |
| 4 Latin, 2d year (<i>c</i>). | 4 Greek, 1st year (<i>b</i>). |
| 4 Caesar's Commentaries. | 4 Greek, 2d year (<i>c</i>). |
| 4 Latin, 3d year (<i>c</i>). | 4 Xenophon's Anabasis. |
| 2 Sallust's Catiline. | 2 Homer's Iliad. |
| 3 Cicero's Orations. | 4 Greek, 3d year (<i>c</i>). |
| 4 Virgil's <i>Æneid</i> . | 1 Greek composition. |
| 1 Virgil's <i>Eclogues</i> . | |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|-------------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 2 Trigonometry. |
| 2 Advanced algebra. | 2 Business arithmetic (<i>d</i>). |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------|--------------|
| 2 Astronomy. | 4 Chemistry. |
| 4 Physics. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and hygiene. |
| 2 Zoölogy. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|--|--------------------------------------|
| 2 Elementary U. S. history and civics. | 2 Civics. |
| 2 Greek history. | 2 Economics. |
| 2 Roman history. | 2 Commercial geography (<i>d</i>). |
| 2 Medieval history. | 2 Commercial law (<i>d</i>). |
| 2 English history. | 1 History of commerce (<i>d</i>). |
| 2 Advanced U. S. history. | |

GROUP 5.

OTHER STUDIES.

- | | |
|---------------------------------------|--|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 2 Stenography, 100 words per minute. | 2 Advanced bookkeeping (<i>d</i>). |
| 2 1st-year home science (<i>c</i>). | 2 Business practice, etc. (<i>d</i>) |
| 2 2d-year home science (<i>c</i>). | 1 Business writing (<i>d</i>). |
| 2 1st-year shopwork (<i>c</i>). | 2 Typewriting (<i>d</i>). |
| 2 2d-year shopwork (<i>c</i>). | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches.</i>	<i>Counts.</i>
English.....	12	34
German.....	3	12
French.....	3	12
Spanish.....	3	12
Latin.....	9	26
Greek.....	6	19
Mathematics.....	7	18
Science.....	8	20
History, etc.....	11	21
Other studies.....	12	25
Total.....	74	199

(a) No extra counts will be given to those who pass both in English, first year and advanced English and English composition; English, second year and rhetoric; English, third year and advanced English composition.

(b) In first-year Latin and Greek, candidates may take the separate examination or defer it and receive eight counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for first year's work and to take a separate examination in Cæsar or Anabasis rather than have eight counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar, and Greek, second year, as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) The special subjects for State business credentials may be credited toward academic credentials; advanced bookkeeping, commercial law, business English, business arithmetic, business practice and office methods, commercial geography and history of commerce, typewriting and business writing.

(e) For the present no formal written examinations will be given in home science and shopwork, but two counts will be allowed for the successful completion of each year's work on the certificate of the principal and the approval of the Regents inspector.

NOTES.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause.

SEVENTY-FIVE PER CENT. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents office, and all papers below standard will be returned to the candidates. For those accepted, pass cards will be issued.

CANDIDATES not attending schools in which Regents examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

PROFESSIONAL CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the high-school department.

SAMPLE PAPERS.—The academic papers and the professional papers for each year are bound in separate volumes, either of which is mailed in paper covers for twenty-five cents, or board for fifty cents. Unbound sample papers may be had for one cent each.

UNIVERSITY CREDENTIALS.

1. PASS CARD.—Any study.

2. PRELIMINARY (PREACADEMIC) CERTIFICATE.—Reading, writing, spelling, elementary English, arithmetic, geography.

3. ACADEMIC CERTIFICATES.—All preliminaries and the subjects specified for the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of these counts are in English.*

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

First-year Certificate.—No certificate is issued for 12 counts unless it includes the preliminaries and first-year English* (or English composition and 2 other English counts).

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8 are in English,* and not less than 6 each from the second, third and fourth groups.

Classical Academic Diploma.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Caesar or second-year Latin, Cicero, Virgil, Latin composition, first-year Greek, Xenophon or second-year Greek, *Iliad*, Greek composition, Greek history, Roman history.

Advanced Diplomas.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36, etc., counts in addition. On its face are specified the total counts, its name being determined by the highest multiple of 12.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned "with honor," and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Holders of diplomas may have studies passed later recorded on the back, or, by special request, on the face; but such indorsements will not be made on certificates.

DUPLICATE CREDENTIALS.—These will be issued to replace lost or soiled originals on receipt of twenty-five cents each for the extra labor of looking up and verifying records.

* Any foreign language may be substituted for English, but the papers of all students who claim this privilege will be revised carefully for English.

INSTRUCTIONS TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner:

"I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them."

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected.*

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents examination till admitted by special permission from the University on written application to the secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in the order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines: 1, subject; 2, date; 3, place; 4, name, *e. g.*:

Arithmetic.....Albany High School.

June 15, 1903.....James Burns.

* Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula, "I do so declare," followed by their signatures.

OUTLINE OF MUSIC STUDIES.

FROM THE SYLLABUS OF THE AMERICAN COLLEGE OF MUSICIANS.

NOTATION.

The staff; meter; F, G, and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relation of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavicord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music; the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulations by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishments; harmonic embellishments; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts: one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts: all classes, as in first year. Four parts: all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation; canon. In addition to the study of examples, the student must prepare original exercises throughout the course. Fugue: the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciation. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form: theme and variations, étude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo: first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata: principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments; theoretic work; finale; higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ÆSTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; æsthetic value of regular, displaced and syncopie accent; phrasing; characteristic accents; national and individual; melodic accents; thematic accent by transformations; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniment; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

The Technical course in each of these branches will be published separately.

LIST OF PUBLICATIONS IN THE NEW YORK POINT PRINT.

These publications are obtained at the American Printing House for the Blind, Louisville, Ky.

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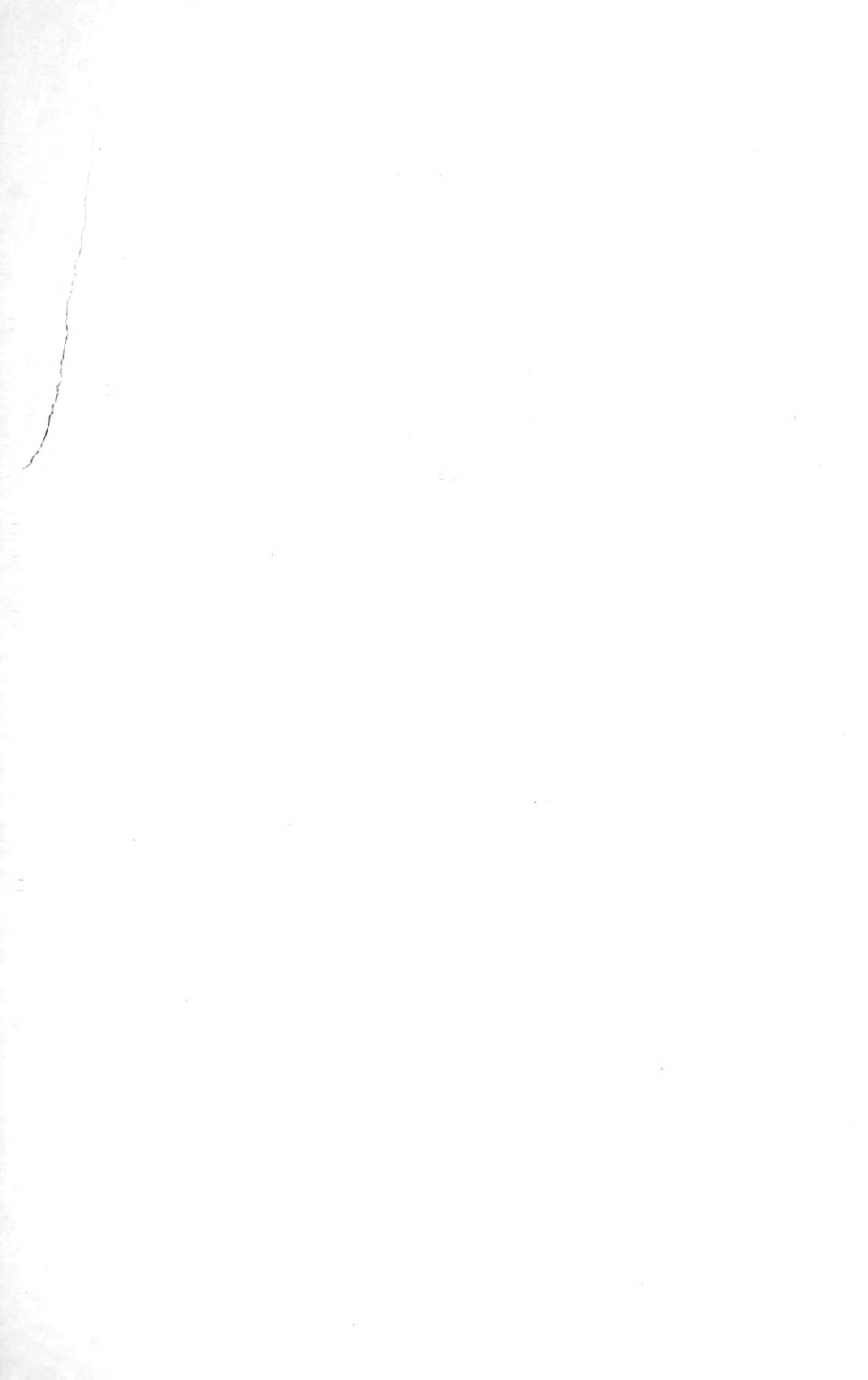
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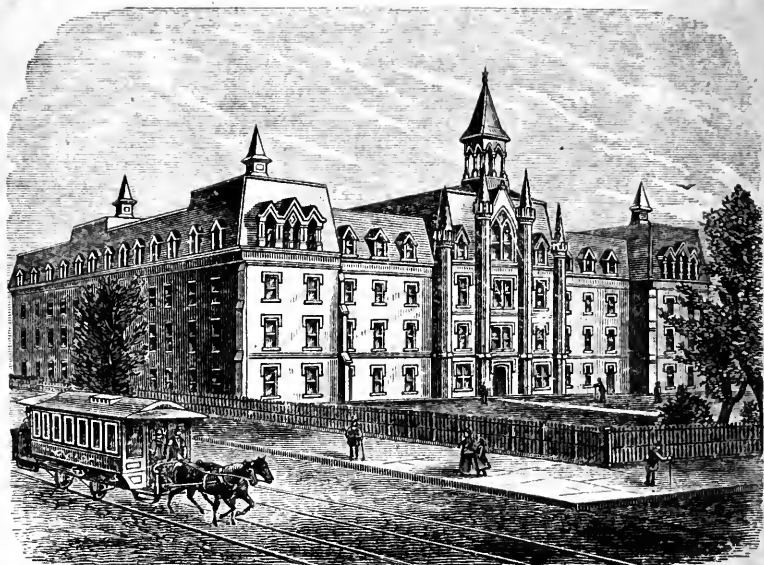
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ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK

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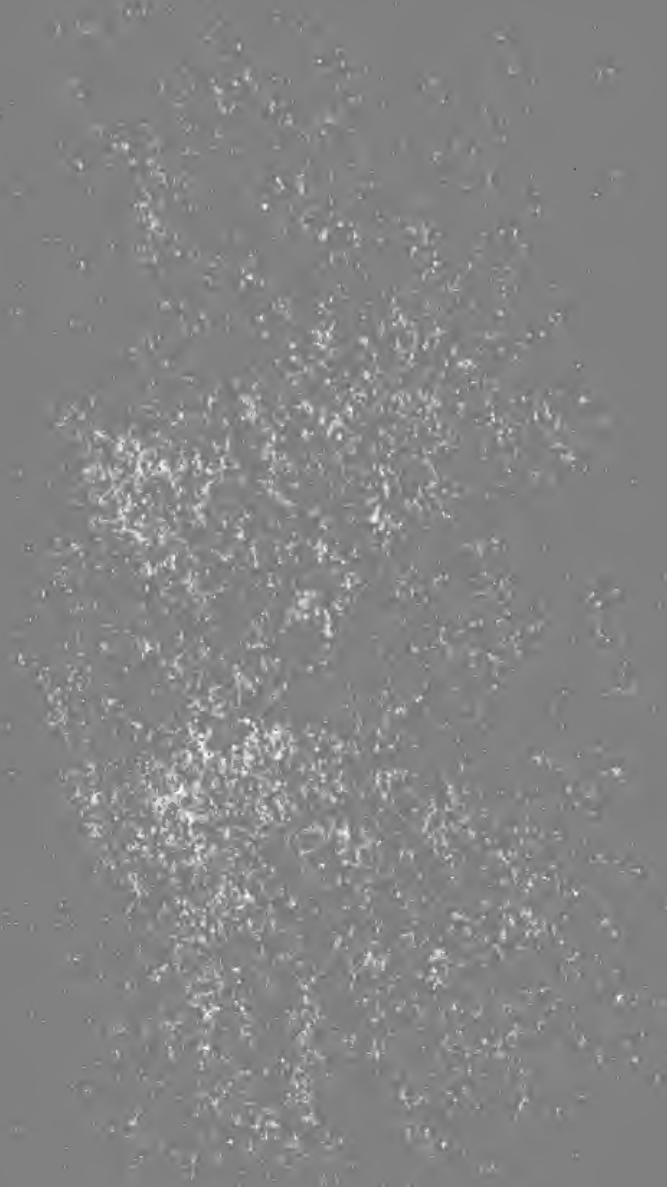
FOR THE

YEAR ENDING SEPTEMBER 30, 1904.

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ANNUAL REPORT OF THE MANAGERS

OF

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INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1904.

Lux Oritur:

“ And I will bring the blind by a way they know not ; I will lead them in paths they have not known ; I will make darkness light before them.”—ISAIAH xiii, 16.

NEW YORK:
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1905.

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IN CHRONOLOGICAL ORDER,

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Ackerly, Samuel, M.D.....	1831-1845	Titus, Peter S	1836
Averill, Herman	1831-1832	Allen, George F.....	1836-1839
Bolton, Curtis	1831-1835		1841-1862
Donaldson, James	1831-1832	Trulock, Joseph	1836-1840
Bogert, Henry K.....	1831-1832	Mandeville, William.....	1836-1837
Remsen, Henry.....	1831-1832	Chandler, Adoniram.....	1836
Stuyvesant, John R	1831-1840	Cushman, D. Alonzo	1837-1843
Price, Thompson.....	1831-1840	Blakeman, Wm. N., M.D. }	1837-1839
Ketchum, Morris	1831-1837		1841
Miller, Sylvanus	1831-1832	Wood, Isaac, M.D	1837-1859
Crosby, William B.....	1831-1833	Hart, Joseph C.....	1837-1840
Lee, Gideon.....	1831-1836	Holmes, Curtis	1837-1838
Ketchum, Hiram.....	1831-1838	Roome, Edward	1837-1845
Wood, Samuel.....	1831-1836	Seton, Samuel W	1837
Jenkins, Thomas W.....	1831-1836	Gracie, Robert.....	1838-1861
Thomas, Henry.....	1831-1834	Demilt, Samuel.....	1838
Nevins, Rufus L.....	1831-1832	Hart, James H.....	1839
Beers, Joseph D.....	1831-1832	Murray, Robert J	1839-1858
Mott, Samuel F.....	1831	Schermerhorn, Peter Augustus.....	1839-1845
Patterson, Matthew C	1831-1833	Tallmadge, Henry F.....	1839-1841
Russ, John D., M.D	1833-1834	Thompson, Martin E.....	1839
Dwight, Theodore	1833-1837	Moore, Clement C	1840-1850
Brown, Silas.....	1833-1859	Olyphant, D. W. C.....	1840
Hagg, John P.....	1833	Averill, Augustine	1840
Spring, George	1833-1835	Beers, Cyrenius.....	1841-1853
Walker, John W.....	1833-1839	Suydam, Lambert	1841-1842
Miller, Franklin	1833-1835	Holmes, Silas	1841-1842
Steel, Jonathan D.....	1833	Case, Robert L.....	1841-1861
Allen, Moses	1834	Crosby, John P.....	1841-1859
Lyon, Stephen.....	1834-1836	Collins, Stacey B.....	1841
Dissosway, Gabriel P.....	1834-1836	Schermerhorn, E. H.....	1841-1842
Phelps, Anson G.....	1834-1855	Marsh, James.....	1842-1852
Crosby, William H.....	1835	Murray, Hamilton.....	1842-1847
Hoyt, Charles	1835-1839	Walsh, A. R.....	1842-1850
Oakley, Charles.....	1835	Wood, John	1842-1850

Jones, Edward.....	1843-1850	Brown, John Crosby	1862-1854
Whittemore, William T.....	1843-1845	Van Rensselaer, Alex }	1862-1865
Smith, Floyd	1844-1848		1867-1877
Dean, Nicholas	1844-1848	Potter, Clarkson N.....	1863-1866
Jones, William P.....	1846-1849	McLean, James M	1863-1860
Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D....	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William	1866-1898
Day, Mahlon .. .	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Jones, George F..... }	1850-1859	De Rahm, Charles	1866-1890
	1865	Hilton, Henry	1866
Adams, John G.....	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A.....	1867-1892
Cobb, James N	1851-1858	Butterfield, Daniel	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward	1852-1861	Gerard, James W	1869-1873
Ogden, John D., M.D.....	1853-1855	Schermerhorn, F. Augs.....	1870-1904
Craven, Alfred W.....	1854-1861	Marié, Peter.....	1870-1903
Olyphant, G. T.....	1855-1857	Rhoades, J. Harsen.....	1870-1873
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Averill, Augustine.....	1840	Donnelly, Edward C.....	1862-1864
Averill, Herman.....	1831-1832	Duer, William A.....	1894-1904
Beadle, Edward L.....	1851-1862	Dumont, William.....	1856-1862
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 Smith, Floyd. 1844-1848
 Smith, Gouverneur M., M.D. . 1893-1898
 Soley, James Russell. 1900-1904
 Spring, George 1833-1835
 Steel, Jonathan D. 1833
 Stout, Francis A. 1867-1892
 Strong, Charles E. 1875-1887
 Stuyvesant, John R. 1831-1840
 Suydam, D. Lydig. 1861-1884
 Suydam, Lambert. 1841-1842
 Tallmadge, Henry F. 1839-1841
 Tappen, Frederick D. 1897-1901
 Thomas, Henry. 1831-1834
 Thompson, Martin E. 1839
 Thurston, William R. 1846-1851
 Titus, Peter S. 1836
 Tomes, Francis. 1859-1860
 Tompkins, Daniel H. 1869-1874
 Travers, William R. 1860
 Trulock, Joseph. 1836-1840
 Tuckerman, Charles K. . . . 1860-1867
 Van Rensselaer, Alex. . . . { 1862-1865
 1867-1877
 Van Rensselaer, Henry. . . . 1858-1860
 Walker, John W. 1833-1839
 Walsh, A. R. 1842-1850
 Warren, James. 1856-1859
 Wheelock, George G., M.D. . . 1898-1904
 Whitewright, William. 1866-1898
 Whittemore, William T. . . . 1843-1845
 Wickersham, George W. . . . 1902-1904
 Winthrop, Egerton L., Jr. . . 1901-1904
 Wood, Edward. 1852-1861
 Wood, Isaac, M.D. 1837-1859
 Wood, John. 1842-1850
 Wood, Samuel. 1831-1836

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1901
Schell, Augustus.....	1863-1883	Schermerhorn, F. Augs.....	1901-1904

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Hone, Robert S.....	1863-1883
Brown, Silas.....	1833-1835	Suydam, D. Lydig.....	1884
Titus, Peter S.....	1836	McLean, James M.....	1885-1887
Phelps, Anson G.....	1837-1842	Clift, Smith.....	1888-1893
Wood, Isaac, M.D.....	1843-1853	Schermerhorn, William C....	1894-1895
Gracie, Robert.....	1855-1860	Marié, Peter.....	1896-1903
Beadle, Edward L.....	1861-1862	Rhineland, F. W.....	1903-1904

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1904
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1836-1839	Schermerhorn, F. Augs.....	1884-1901
	{ 1841-1859	Marshall, Charles H.....	1901-1904

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D....	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1904
Wood, Isaac, M.D.....	1851-1853		

SUPERINTENDENTS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Boggs, William.....	1843-1845
Office unfilled.....	} 1835 and part of 1836	Chamberlain, James F.....	1846-1852
Jones, Silas.....		Cooper, T. Golden.....	1853-1860
Vroom, Peter D., M.D.....	1841-1842	Rankin, Robert G.....	1861-1863
		Wait, William B.....	1863-1904

BOARD OF MANAGERS.

1904.

Terms of continuous service.

FREDERICK AUGUSTUS SCHERMERHORN,	Since 1870
* FREDERICK W. RHINELANDER,	" 1874
FREDERICK SHELDON,	" 1874
CHANDLER ROBBINS,	" 1875
JOHN I. KANE,	" 1881
GUSTAV E. KISSEL,	" 1891
JOHN M. BOWERS,	" 1891
GEORGE L. PEABODY, M.D.,	" 1891
CHARLES H. MARSHALL,	" 1892
HOWLAND DAVIS,	" 1894
WILLIAM A. DUER,	" 1894
WILLIAM G. HAMILTON,	" 1894
WILLIAM W. APPLETON,	" 1896
D. MAITLAND ARMSTRONG,	" 1898
GEORGE G. WHEELOCK, M.D.,	" 1898
CHARLES S. FAIRCHILD,	" 1899
JAMES RUSSELL SOLEY,	" 1901
EGERTON L. WINTHROP, JR.,	" 1901
GEORGE W. WICKERSHAM,	" 1902
FREDERICK DE PEYSTER FOSTER,	" 1902

* Deceased, September 25, 1904.

OFFICERS OF THE BOARD.

F. AUGUSTUS SCHERMERHORN, *President*
 FREDERICK W. RHINELANDER, *Vice-President.*
 CHARLES H. MARSHALL, *Recording Secretary.*
 FREDERICK SHELDON, *Corresponding Secretary.*
 HOWLAND DAVIS, *Treasurer.*

STANDING COMMITTEES.

Committee on Finance.

CHARLES S. FAIRCHILD, JOHN M. BOWERS,
 GEORGE W. WICKERSHAM.

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON, CHARLES H. MARSHALL,
 JOHN I. KANE, WILLIAM A. DUER,
 GEORGE G. WHELOCK, M.D.

Committee on Education.

CHANDLER ROBBINS, GEORGE L. PEABODY, M.D.,
 WILLIAM W. APPLETON, GUSTAV E. KISSEL.

Committee on Manual Training.

JAMES RUSSELL SOLEY, D. MAITLAND ARMSTRONG,
 EGERTON L. WINTHROP, JR., FRED'K DE PEYSTER FOSTER.

FACULTY.

WILLIAM B. WAIT, *Principal.*

Literary Department.

STEPHEN BABCOCK,	CLARA BOOMHOUR,
EVERETT B. TEWKESBURY,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	MARGARET A. MACANN,
DOROTHY ROBINSON,	IRENE SCOFIELD,
CHARLOTTE W. HOWE,	JEAN Y. AYER.

Music Department.

HANNAH A. BABCOCK,	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
MARY WEATHERLOW.	

Tuning.

HENRY COFFRE.

Kindergarten.

NAOMI BOOMHOUR.

Manual Training and Home Science.

FRANCES A. WARD,	MARY B. SCHOONMAKER,
RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK,
JENNIE AGNEW,	JENNIE DICKEY.

Administrative Department.

DWIGHT L. HUBBARD, M.D.,	<i>Attending Physician.</i>
ANNA L. PHIPPS,	<i>Matron.</i>
L. ADELLE ROGERS,	<i>Matron.</i>
ZOE KNAPP,	<i>Librarian and Stenographer.</i>
MARGARET P. FROST,	<i>Accountant.</i>
ALICE HATCHMAN,	<i>Assistant.</i>
HANNAH M. RODNEY,	<i>Assistant.</i>
ANNA M. SHERIDAN,	<i>Assistant.</i>

SIXTY-NINTH ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York:

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1904.

The whole number of pupils during the last year was 179.

The report of the Principal, which gives much interesting information relating to the work of the school, is annexed.

The following is a statement of the moneys received and expended :

CURRENT ACCOUNT.

Balance September 30, 1903.....	\$6,428.68	
Current receipts	66,109.10	
	<u>72,537.78</u>	
Current expenditures	\$70,417.41	
Cash balance September 30, 1904	2,120.37	
	<u>72,537.78</u>	

INVESTMENT FUND ACCOUNT.

Balance September 30, 1903.....	\$101,980.30	
Receipts—		
Legacies	6,359.82	
Interest and rents.....	15,190.50	
New York City stock.....	19,000.00	
	<u>142,530.62</u>	
Payments—		
Taxes, assessments and expenses on Real Estate..	\$6,711.30	
Transferred to current account.....	10,000.00	
Transferred to building account.....	50,000.00	
Balance September 30, 1904.....	75,819.32	
	<u>142,530.62</u>	

BUILDING FUND ACCOUNT.

Balance September 30, 1903.....	\$855.67	
F. Augs. Schermerhorn's contribution	10,000.00	
Interest	589.71	
Transferred from Investment Fund	50,000.00	
	<u>61,445.38</u>	
Expenditures—		
Improvements on Mount Hope property for current year.....	\$45,273.66	
Balance September 30, 1904	16,171.72	
	<u>61,445.38</u>	

LIBRARY FUND.

Balance September 30, 1903.....	\$2,863.34	
Interest and cash received	122.90	
	<u>2,986.24</u>	

The Treasurer's statement, which is annexed, gives a detailed account of the current receipts and expenditures.

The following is a list of the legacies and donations which have been received by the Institution since its organization in 1831 to September 30, 1904 :

Miles R. Burke.....	\$2,000.00	Stephen V. Albro.....	\$428.57
Jane Van Cortland.....	300.00	John Penfold.....	470.00
Isaac Bullard.....	101.66	Madam Jumel.....	5,000.00
Elizabeth Bayley.....	100.00	Mrs. Steers	34.66
John Jacob Astor.....	5,000.00	Thomas Garner.....	1,410.00
William Bean.....	500.00	Elizabeth Magee.....	534.00
Peter G. Stuyvesant.....	3,000.00	Chauncey and Henry Rose..	5,000 00
John Horsburgh.....	5,000.00	John J. Phelps	2,350.00
Elizabeth Demilt.....	5,000 00	Rebecca Elting.....	100.00
Sarah Demilt.....	2,000 00	Gerard Martins.....	500.00
C. D. Betts.....	40.00	Regina Horstein.....	250.00
Sarah Penny	500.00	John Alstyne.....	10,320.44
Sarah Bunce.....	500.00	Elizabeth and Sarah Wooley.	5,984.83
Elizabeth Idley.....	196.00	Benjamin Nathan.....	1,000.00
Samuel S. Howland.....	1,000.00	Thomas M. Taylor.....	6,151.94
William Howe.....	2,985.14	Simeon Abrahams.....	5,052.70
Margaret Fritz.....	100.00	James Peter Van Horn.....	20,000.00
James McBride.....	500.00	Caleb Swan	500.00
Charles E. Cornell.....	521.96	Mrs. A. E. Schermerhorn ..	10,000.00
Charles E. Deming.....	50.00	Henry H. Munsell.....	3,396.32
Mrs. De Witt Clinton.....	200.00	Thomas C. Chardevoyne...	5,000.00
W. Brown	465.00	William Dennistoun.....	11,892.77
Elizabeth Gelston.....	1,000.00	William B. Astor	5,000.00
Robert J. Murray.....	500.00	Benjamin F. Wheelwright..	1,000.00
Seth Grosvenor.....	10,000.00	George T. Hewlett, executor.	500 00
Elijah Withington.....	100.00	J. L. (of Liverpool, England)	25.00
Benjamin F. Butler.....	812.49	Ephraim Holbrook.....	39,458.16
Frissel Fund.....	2,000.00	Mrs. Emma B. Corning....	5,000.00
Simeon V. Sickles.....	6,561.87	Eliza Mott	1,475 54
Anson G. Phelps.....	5,675.68	Maria M. Hobby	2,509.82
Thomas Reilly.....	2,254.84	Daniel Marley.....	1,749.30
Elizabeth Van Tuyle.....	100.00	Henry E. Robinson.....	6,000.00
Thomas Eggleston.....	2,000.00	Henry Schade	20.00
Sarah A. Riley.....	100.00	Caroline Goff.....	4,161.59
William E. Saunders	725.84	Catherine P. Johnston.....	530.00
Thomas Eddy	1,027.50	Mrs. Emma Strecker.....	12,221.66
Robert C. Goodhue.....	1,000.00	Eli Robbins.....	5,000.00
Jonathan C. Bartlett.....	190.00	Margaret Burr.....	11,011.11

Mary Burr	\$10,611.11	Mary E. Brandish.....	\$89.40
Samuel Willetts	5,045.00	Thomas W. Strong.....	1,893.00
Roosevelt & Sons	45.00	Maria Moffett.....	14,112.21
Augustus Schell.....	5,000.00	Maria Moffett, other stocks..	2,800.00
James Kelly.....	5,000.00	John Vanderbilt	25.00
George Merrill.....	40.00	William Clymer.....	2,000.00
William B. and Leonora S.		Julia L. Peyton.....	1,000.00
Bolles	2,949.11	Amos R. Eno.....	5,000.00
Edward B. Underhill.....	500.00	Clarissa L. Crane.....	1,000.00
Harriet Gross.....	1,000.00	Leopold Boscowitz.....	1,000.00
Mary Hopeton Drake	2,340.00	Emeline S. Nichols.....	5,000.00
George Dockstader.....	325.00	Margaret Salisbury	100.00
Mary Rogers.....	1,000.00	Sarah B. Munsell.....	477.56
Polly Dean.....	500.00	Edward L. Beadle.....	4,303.99
John Delaplaine	302.99	Cecelia J. Loux.....	2,000.00
Abby A. Coates Winsor	1,000.00	Mrs. E. Douglas Smith.....	40.00
Harriet Flint.....	1,776.74	William C. Schermerhorn...	10,000.00
Maria C. Robbins.....	10,000.00	Mary J. Walker.....	24,193.76
Cash (sundry donations)....	133.18	Sarah Schermerhorn Estate..	5,137.50
Julia A. Delaplaine	38,842.25	Mary J. Walker Estate	1,222.32

Of the funds thus received, there were invested in bonds secured by mortgage on real estate in this city one hundred and fifty-six thousand dollars (\$156,000). A portion of the fund, amounting to seventy-five thousand eight hundred and nineteen dollars and thirty-two cents (\$75,819.32), is on deposit in the Union Trust Company, and sixty-four thousand nine hundred and seventy-three dollars and ninety-five cents (\$64,973.95) have been expended in connection with the improvements at Mount Hope. The remainder of the fund has been applied in such ways as the Managers have thought would best promote the educational work for which the Institution was founded, and secure the financial position and the physical conditions which are essential to the success and stability of the Institution.

The sum of ten thousand dollars (\$10,000) has been received from Mr. F. Augs. Schermerhorn as a contribution to the building fund, in acknowledgment of which the Managers, at their meeting held November 2, 1904, adopted the following resolution :

“Resolved, That the Board acknowledge with grateful thanks the liberal gift from the President, Mr. F. Augustus Schermerhorn, of ten thousand dollars (\$10,000) for the Building Fund.”

An expenditure of forty-seven thousand seven hundred and seventeen dollars and fifty-eight cents (\$47,717.58) has been made through the Building Fund upon the property adjacent to, but not forming any part of, the building site. This outlay was rendered necessary by a mandatory order of the Board of Health, and inasmuch as the matters involved were similar to those which the Building Committee was called upon to consider, this subject was also referred to that Committee, under whose direction the work has been carried on. The outlay so made through the Building Fund, in excess of that made for new Building Account, will be a charge against the Real Estate, and eventually will be restored to the Legacy Fund, from which it has been temporarily transferred.

At the present time the work of regrading a large part of Washington Avenue, including the entire eastern front of the building site, together with the construction of sidewalks and roadway, is progressing slowly, and a year will probably be required for its completion.

The work of excavating to sub-grade and removing the rock on that part of the property lying within the limits of One Hundred and Sixty-eighth Street between Broadway and Washington Avenue was commenced in July, 1903, and has been successfully accomplished under the direction of the Building Committee. This action will make this street available at a much earlier date than would otherwise have been possible.

It now only remains for the city authorities to open this important thoroughfare for public use. The statutory proceedings and the subsequent work of constructing sewers, sidewalks and roadways will consume much time, and therefore the Managers earnestly hope that this matter will receive early consideration.

The project of widening Boulevard La Fayette, which, if carried out, will take forty feet off from the entire west side of our building site, is still in abeyance. As stated in their last report, the Managers are in favor of public improvements in this neighborhood, but inasmuch as the space they have been able to reserve for the erection of new buildings is already much too

small, being about one-eighth of the area occupied by the State School at Batavia, they feel that the area of the building site ought not to be diminished, especially when the object sought can be attained in some other way.

Owing to the prevailing high price of provisions, \$280 per pupil has proved insufficient to meet the current expenses of the Institution, and the Managers, therefore, respectfully ask of your Honorable Body that the per capita compensation for the education of State pupils be raised from two hundred and eighty dollars (\$280) to three hundred dollars (\$300) for the ensuing year.

The Managers sorrowfully record their sense of the loss sustained by the Institution in the death of its Vice-President, Frederick W. Rhinelander, which occurred on the 25th of September last. For thirty years he had been a member of the Board, and in all these years no one was more zealously devoted to the interests of the Institution than he.

Such devotion as his is becoming in this busy age increasingly difficult to find, and the loss we have met with by his death is one that is likely to be long felt.

All of which is respectfully submitted,

THE NEW YORK INSTITUTION FOR THE BLIND.

F. AUGS. SCHERMERHORN, *President.*

CHARLES H. MARSHALL, *Recording Secretary.*

City and County of New York, ss.:

F. AUGS. SCHERMERHORN, of said city, being duly sworn, saith: That he is President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

F. AUGS. SCHERMERHORN.

Sworn to before me this 4th day }
of January, 1905. }

HULBERT PECK,

Notary Public, New York County.

REPORT OF THE TREASURER.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1904.

<i>Dr.</i>		<i>Cr.</i>	
CURRENT FUND.			
Balance, September 30, 1903.....	\$6,428.68		
Received from :			
State of New York.....	\$36,462.26	Supplies.....	\$12,757.37
State of New Jersey.....	5,816.50	Salaries and wages.....	31,961.09
New York City.....	1,582.50	Clothing, dry goods, etc.....	2,056.70
Music and instruction.....	261.12	Furniture and fixtures.....	1,874.99
Clothing, dry goods, etc.....	17.01	Principal's fund.....	200.00
Supplies.....	78.37	Repairs and improvements.....	3,400.71
Petty account.....	28.25	Traveling.....	45.90
Furniture and fixtures.....	.54	Electricity.....	73.10
New York County.....	2,499.73	Gas.....	1,686.10
Kings County.....	1,150.41	Music and instruction.....	4,525.28
Queens County.....	252.00	Manual training.....	770.26
Suffolk County.....	50.00	Taxes.....	4,476.96
Nassau County.....	50.00	Legal expense.....	778.60
Putnam County.....	50.00	Petty account.....	1,433.63
Richmond County.....	34.52	Drugs and medicines.....	64.89
Westchester County.....	268.77	Fuel.....	2,809.03
Investment fund.....	15,979.76	Assessments.....	1,512.80
Interest.....	168.66		
Manual training.....	820.70		
Rent.....	100.00		
Principal's fund.....	500 00		
	<u>66,109.10</u>	Balance, September 30, 1904.....	<u>\$70,417.41</u>
			2,120.37
			<u>\$72,537.78</u>

New York, November 18, 1904.

(Signed)

HOWLAND DAVIS, Treasurer.

The foregoing statement of Howland Davis, Treasurer, has been examined by us and found to be correct; as to balance and the details of the account we approve on the audit of the accountant employed by our direction.

(Signed)

JOHN M. BOWERS,
GEORGE W. WICKERSHAM,

} Finance Committee.

Report of the Principal.

To the Board of Managers :

GENTLEMEN—I beg to submit the following report for the year ending September 30, 1904 :

Number of pupils September 30, 1903	152
Admitted during the year	27
Whole number instructed	179
Reductions	27
Number remaining	152

It is a fact well known that the population of the City of New York and of the vicinity contiguous to it on every side has always increased at a rapid rate, the rate of increase during the last few years having been more rapid than ever before. This increase has been accompanied by much greater diversity of race, greater density, closer contact, and relatively less area for the purposes of domestic life. And yet the ratio of blindness among children has steadily declined, so that the number of pupils during the past year was some ninety less than formerly, while for the past two years the number has remained stationary.

Our school and its advantages are so widely known and appreciated, and it is within such easy reach, not only from every part of the city, but from the outlying districts, that practically all the blind children in this section of the state are in attendance here.

This diminution in our numbers is gratifying, because it is the one indication, more significant than any other, of the efficacy and beneficent results of the improved conditions of the infant and child life of our great city, which have been brought

about by the laws and ordinances which enforce those sound rules of sanitation and hygiene that are essential to the prevention of blindness among children.

While it is most gratifying to observe any diminution in the number of blind children, still it seems likely that there will yet remain a considerable number of young people across whose path this dark pall will fall, and whose entrance into the general schools will be barred.

For these young people who walk in darkness, far more than for those who walk in the light, education is the only help and the only hope.

The work of educating the blind when compared with that of educating children who see appears to be attended by many unusual obstacles and by much greater difficulty. First and most striking, there is the mental and physical isolation and inertia of the child itself, in most cases accentuated by ignorance and misguided sympathy on the part of parents and friends. The condition of the child is altogether unusual and exceptional.

Turning to the practical side, it will be seen that the entire array of visual resources by which the education of those who see is made effective is 'useless for our work, and must be replaced by methods and appliances of entirely different character, designed to reach the mind through the ear and the sense of touch.

Again, teachers' colleges and Normal schools can in the nature of things offer no facilities for preparation in this line of work, and hence our school assumes in a marked degree the character of a special training school for teachers.

While, however, these conditions present unusual difficulties, they also offer great opportunities which we have endeavored to improve.

In this effort we have adopted those standards of excellence, both as to theory and practice, that have been derived from careful study and persistent experience. On the literary side, the tests employed for determining the quality of our school work in preliminary and academic subjects have been those prescribed by the highest educational authorities for testing the

work of the primary, secondary and higher schools of the state. In the Music Department the tests have been those prescribed in the examinations of the American College of Musicians.

In my report for the years ending September 30, 1899, and September 30, 1903, an analysis was made of some of the results obtained by Regents examinations in our own and in the State schools, with a view to determining the value of our school work as compared with that done under normal conditions. The facts presented are unusually suggestive and have attracted the serious attention of educators outside of the circle in which we move. The tables are valuable for study, reference, and for our encouragement, and I therefore append them to this report. In the near future another similar comparison will be made, which will again determine the value of our work by the standard fixed by the University of the State of New York.

The record of Regents examinations for the past year is as follows :

Number of examination days.....	12
Pupils participating.....	73
Subjects covered	22
Answer papers written.....	157
Answer papers claimed (75% and over).....	118
Papers allowed by Regents examiners.....	118

For the purpose of comparison, I here reproduce a table published in my report for the year ending September 30, 1899:

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1891	13	9	9	69	69	100
1892	97	83	83	86	86	100
1893	176	153	153	87	87	100
1894	201	157	153	78	76	97
1895	173	115	113	66	65	98
1896	194	149	149	77	77	100
1897	210	120	118	57	56	98
1898	204	149	149	73	73	100
1899	181	103	102	57	56	99
	1,449	1,038	1,029	..	..	..
Average per cent. for nine years				72.22	71.67	99.11

The following table gives the results of the examinations held from 1900 to 1904, inclusive :

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1900	149	109	109	73.16	73.16	100
1901	118	76	75	64.41	63.56	98.68
1902	204	151	150	74.02	73.53	99.34
1903	137	114	114	83.21	83.21	100
1904	157	121	121	77.07	77.07	100
	765	571	569	..	..	..
Average per cent. for five years.....				74.37	74.11	99.61

Comparing the results of the examinations from 1900 to 1904 with those from 1891 to 1899, it is gratifying to note that both teachers and students have not only maintained but have improved the quality of their work.

During the past year four pupils successfully passed examinations in Music History, and three in Counterpoint.

It may be pointed out that a serious course of Music study involves the consideration of many subjects, among them Notation, Technic, History, Harmony, Counterpoint, Biography, Natural Science, Mathematics, *Æ*sthetics, Composition, Morals, Mechanics and Terminology, each possessing disciplinary and informational qualities of high order. Nevertheless, the educational authorities of our State have treated Music as a negligible matter, and as these subjects have no place in the established curriculum of the University, our pupils can earn no credentials for this necessary and excellent part of their work. That this omission constitutes a grave defect does not admit of a question ; and it may be said that the University of the State of New York will never be fully right, just and great until all the subjects essential to a thorough education in Music shall have been incorporated into the University system, with full credential value accorded to each.

Appended to this report is an outline of the course in Music, and also one giving the Normal course in pianoforte technic arranged in ten grades.

For several years past, among the appendices of my report has been a catalogue of music printed in The New York Point System.

Some years ago, when the work of publication was commenced, it was our purpose to select compositions that were not only intrinsically good from a critical point of view, but which would be suited for incorporation into a large body of music specially adapted to meet the requirements of a complete course of technical training. From small beginnings, the work has progressed until the blind student now has at his disposal in The New York Point System the means by which he may climb from the foot of Parnassus to its top, while from the teachers' standpoint the list is invaluable.

Heretofore it has only been possible to give the catalogue by authors in alphabetical order, with opus and serial numbers whenever possible. These, however, afford insufficient clues to the contents, character and possible uses of a piece.

In order to impart to these selections a new interest and a greater educational value, each pianoforte piece in the entire list has been carefully scanned, and classified in a series of ten sets, corresponding to as many years, the varied requirements of any year of study being amply met by the selections for that year. This classification will give to the selections new interest musically and educationally, and should prove helpful to teachers generally. This work has been accomplished through the efforts and under the supervision of Miss Hannah A. Babcock, and it adds another to the valuable contributions she has made to the educational resources of schools for the blind.

Although the year has been a prosperous one, still it has not been without its sorrows and losses.

In April last, Miss Jennie Agnew was obliged to give up her position as Assistant in the Girls' Department, and died at the hospital, of pneumonia, after a short illness. Although Miss Agnew had not been long engaged in this work, she was highly esteemed, and her memory will be warmly cherished.

At the close of the year, Mr. Stephen Babcock withdrew from the position of principal teacher, which he had filled with marked

ability for many years. His connection with the Institution dates back more than fifty years, and during that time he has been charged with responsible duties, which he invariably performed with energy and efficiency. Mr. Babcock has always taken a keen interest in the educational advancement of the blind, and to him is due the development of that very valuable piece of school apparatus, the dissected map, the most useful accessory to the study of Geography now in use.

Mr. Babcock will be remembered as an indefatigable worker, a painstaking and impressive teacher, and a good disciplinarian, and wherever he may go he will be followed by the good wishes of all who knew him.

Miss Charlotte W. Howe of the Literary Department, Mrs. F. Arnold Ward, teacher of Manual Training, and Mr. Henry Coffre of the Tuning Department all withdrew at the close of the year. They have been connected with the school for a long time and have done excellent work.

It gives me pleasure at this time to express my warm appreciation of the enthusiasm, intelligence and assiduity with which the teachers and officers have so amiably and successfully performed their arduous tasks; to commend the pupils for their industry and general good conduct, and especially for their growing apprehension of the advantages offered them here; and also to thank all those whose cheerful and efficient performance of less conspicuous but yet essential duties has contributed to the prosperity that has crowned the year.

Respectfully submitted,

WILLIAM B. WAIT, *Principal.*

Reprinted from the Sixty-eighth Report, 1903.

In the following table the results are given in percentages, as found by careful tabulation and comparison of the statistics published in the yearly reports of the Regents of the University of the State of New York.

The table presents the examination facts in three phases, viz. :

1. The number of papers claimed by the schools as being up to standard out of the whole number written.
2. The number of papers allowed by the Regents examination department out of the whole number examined.
3. The number of papers allowed out of the whole number claimed.

The figures under 1898 are for seven years ending June 30, 1898; under 1901 for three years ending June 30, 1901, and under 1903 for the five years ending June 30, 1903.

<i>Subjects.</i>	<i>Per cent. claimed of number examined</i>				<i>Per cent. allowed of number examined</i>				<i>Per cent. allowed of number claimed.</i>			
	<i>State.</i>	<i>Inst.</i>	<i>State.</i>	<i>Inst.</i>	<i>State.</i>	<i>Inst.</i>	<i>State.</i>	<i>Inst.</i>	<i>State.</i>	<i>Inst.</i>	<i>State.</i>	<i>Inst.</i>
Reading.....	96	97	95	80	95	97	95	80	100	100	100	100
Writing.....	90	94	97	100	90	94	97	100	100	100	100	100
Spelling.....	61	70	72	82	59	68	71	82	96	98	99	99
Elementary English..	57	65	54	74	51	53	54	68	89	82	100	93
Geography.....	58	61	74	66	53	56	74	66	91	91	100	100
Arithmetic.....	55	60	69	68	52	59	69	68	96	98	100	100
Advanced arithmetic	46	54	52	29	34	45	52	29	70	83	100	100
Advanced English....	51	65	34	56	38	48	33	56	73	74	97	100
English composition..	74	79	92	87	60	62	92	87	81	79	100	100
Rhetoric.....	70	80	93	74	58	60	84	74	82	75	92	100
American literature...	84	..	86	..	74	..	85	..	82	..	100	..
Physics.....	58	70	64	25	40	59	64	25	67	84	100	100
Physiology & Hygiene..	61	67	64	61	53	60	64	61	86	90	100	100
United States history..	63	67	74	87	53	57	74	87	85	85	100	100
N. Y. State history...	72	..	39	..	58	..	35	..	81	..	89	..
Roman history.....	85	83	100	63	72	71	100	63	85	85	100	100
English history.....	73	77	83	77	58	64	83	77	86	84	100	100
Physical geography...	72	71	87	76	63	64	87	76	88	90	100	100
Geology.....	79	87	70	100	68	78	69	100	83	90	100	100
Algebra.....	72	..	100	..	70	..	100	..	98	..	100	..
English literature....	..	92	..	71	..	83	..	71	..	90	..	100
Civics.....	..	72	..	56	..	62	..	56	..	87	..	100
General history.....	..	85	..	83	..	76	..	83	..	89	..	100
Geometry.....	..	66	..	83	..	59	..	83	..	90	..	100
Advanced U. S. history	..	71	..	73	..	53	..	97	..	75	..	93
Psychology.....	..	89	..	82	..	76	..	82	..	86	..	100
American selections..	..	88	..	60	..	76	..	60	..	86	..	100
Advanced Eng. comp..	..	78	..	89	..	38	..	89	..	49	..	100
English selections....	..	89	..	100	..	78	..	100	..	88	..	100
Home science.....	..	68	..	100	..	3	..	100	..	5	..	100
Average.....	69	76	75	74	60	63	74	74	86	83	99	99

DAILY PROGRAMME



A.M.—8 to 8.10.

Chapel Exercises.

8.10 to 9.

German, 1st year.	Piano.
Advanced English.	Point music notation.
United States history.	Manual training.
Geography.	Kindergarten.
Reading.	

9 to 9.30.

Arithmetic.	Music Terminology.
Physiology and hygiene.	Piano.
Kleidograph.	Organ.
Nature study.	Kindergarten.
Geography.	Manual training.
Spelling.	

9.30 to 10.

Recess.

10 to 10.30.

Arithmetic.	Organ.
Algebra.	Piano.
Geography.	Manual training.
Kindergarten.	

10.30 to 11.40.

Algebra.	Harmony.
Elementary English.	Organ.
Language lessons.	Piano.
Kindergarten.	Manual training.
Geography.	

11.40 to 11.53.

Recess.

11.55 to 12.45.

Senior singing class.	Piano.
Junior singing class.	Kindergarten.
Elementary composition.	Manual training.
Cord work.	

P.M.—1.45 to 2.30.

Calisthenics.	Piano.
Geography.	Organ.
Physical geography.	Harmony.
Manual training.	Home science.

2.30 to 3.15.

Greek history.	Piano.
Reading.	Organ.
Spelling.	Harmonic notation.
Typewriting.	Manual training.
Home science.	

3.15 to 3.30.

Recess.

3.30 to 4.15.

Latin, 2d year.	Organ.
Typewriting.	Piano.
Spelling.	Manual training.
Reading.	Kindergarten.
Home science.	

4.15 to 5.

Spelling.	Piano.
Typewriting.	Organ.
Manual training.	Kindergarten.

Except from 6 to 6.30, the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study and the practice of music.

REGENTS REQUIREMENTS.

FROM THE SYLLABUS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

PRELIMINARY AND ACADEMIC EXAMINATIONS.

Below is a complete table grouped according to cognate relations of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses, of the secondary schools of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or for those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject.

Those who pass successfully in both parts of any of the following four parallel courses will receive half credit for the second part :

- 1 2d-year Latin *or* Caesar.
- 2 3d-year Latin *or* Virgil's *Aeneid*.
- 3 2d-year Greek *or* Anabasis.
- 4 3d-year Greek *or* Homer's *Iliad* and twenty weeks of equal grade.

Those who pass successfully in both of the following courses will receive full credit :

- 1 2d-year English *and* American selections.
- 2 3d-year English *and* English selections.
- 3 English reading *and* history of literature.

GROUP I.

LANGUAGE AND LITERATURE—ENGLISH (*a*).

- | | |
|-------------------------|------------------------------------|
| 4 English, 1st year, or | 4 English, 3d year, or |
| 2 Advanced English and | 2 Advanced English composition and |
| 2 English composition. | 2 English selections. |
| 4 English, 2d year, or | 4 English reading, or |
| 2 Rhetoric and | 4 History of literature. |
| 2 American selections. | 2 Business English (<i>d</i>). |

MODERN FOREIGN.

- | | |
|---------------------|----------------------|
| 4 German, 1st year. | 4 French, 3d year. |
| 4 German, 2d year. | 4 Spanish, 1st year. |
| 4 German, 3d year. | 4 Spanish, 2d year. |
| 4 French, 1st year. | 4 Spanish, 3d year. |
| 4 French, 2d year. | |

ANCIENT.

- | | |
|---------------------------------|---------------------------------|
| 4 Latin, 1st year (<i>b</i>). | 1 Latin composition. |
| 4 Latin, 2d year (<i>c</i>). | 4 Greek, 1st year (<i>b</i>). |
| 4 Cæsar's Commentaries. | 4 Greek, 2d year (<i>c</i>). |
| 4 Latin, 3d year (<i>c</i>). | 4 Xenophon's Anabasis. |
| 2 Sallust's Catiline. | 2 Homer's Iliad. |
| 3 Cicero's Orations. | 4 Greek, 3d year (<i>c</i>). |
| 4 Virgil's Æneid. | 1 Greek composition. |
| 1 Virgil's Eclogues. | |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|-------------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 2 Trigonometry. |
| 2 Advanced algebra. | 2 Business arithmetic (<i>d</i>). |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------|--------------|
| 2 Astronomy. | 4 Chemistry. |
| 4 Physics. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and hygiene. |
| 2 Zoölogy. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|--|--------------------------------------|
| 2 Elementary U. S. history and civics. | 2 Civics. |
| 2 Greek history. | 2 Economics. |
| 2 Roman history. | 2 Commercial geography (<i>d</i>). |
| 2 Medieval history. | 2 Commercial law (<i>d</i>). |
| 2 English history. | 1 History of commerce (<i>d</i>). |
| 2 Advanced U. S. history. | |

GROUP 5.

OTHER STUDIES.

- | | |
|---------------------------------------|---|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 2 Stenography, 100 words per minute. | 2 Advanced bookkeeping (<i>d</i>). |
| 2 1st-year home science (<i>c</i>). | 2 Business practice, etc. (<i>d</i>). |
| 2 2d-year home science (<i>c</i>). | 1 Business writing (<i>d</i>). |
| 2 1st-year shopwork (<i>c</i>). | 2 Typewriting (<i>d</i>). |
| 2 2d-year shopwork (<i>c</i>). | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches.</i>	<i>Counts.</i>
English.....	12	34
German.....	3	12
French.....	3	12
Spanish.....	3	12
Latin.....	9	26
Greek.....	6	19
Mathematics.....	7	18
Science.....	8	20
History, etc.....	11	21
Other studies.....	12	25
Total.....	74	199

(a) No extra counts will be given to those who pass both in English, first year, and advanced English and English composition; English, second year, and rhetoric; English, third year, and advanced English composition.

(b) In first-year Latin and Greek, candidates may take the separate examination or defer it and receive eight counts each for passing Caesar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for first year's work and to take a separate examination in Caesar or Anabasis rather than have eight counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Caesar, and Greek, second year, as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) The special subjects for State business credentials may be credited toward academic credentials; advanced bookkeeping, commercial law, business English, business arithmetic, business practice and office methods, commercial geography and history of commerce, typewriting and business writing.

(e) For the present no formal written examinations will be given in home science and shopwork, but two counts will be allowed for the successful completion of each year's work on the certificate of the principal and the approval of the Regents inspector.

NOTES.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause.

SEVENTY-FIVE PER CENT. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents office, and all papers below standard will be returned to the candidates. For those accepted, pass cards will be issued.

CANDIDATES not attending schools in which Regents examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

PROFESSIONAL CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the high-school department.

SAMPLE PAPERS.—The academic papers and the professional papers for each year are bound in separate volumes, either of which is mailed in paper covers for twenty-five cents, or board for fifty cents. Unbound sample papers may be had for one cent each.

UNIVERSITY CREDENTIALS.

1. **PASS CARD.**—Any study.

2. **PRELIMINARY (PREACADEMIC) CERTIFICATE.**—Reading, writing, spelling, elementary English, arithmetic, geography.

3. **ACADEMIC CERTIFICATES.**—All preliminaries and the subjects specified for the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of these counts are in English.*

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

First-year Certificate.—No certificate is issued for 12 counts unless it includes the preliminaries and first-year English* (or English composition and 2 other English counts).

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8 are in English,* and not less than 6 each from the second, third and fourth groups.

Classical Academic Diploma.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Cæsar or second-year Latin, Cicero, Virgil, Latin composition, first-year Greek, Xenophon or second-year Greek, *Iliad*, Greek composition, Greek history, Roman history.

Advanced Diplomas.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36, etc., counts in addition. On its face are specified the total counts, its name being determined by the highest multiple of 12.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned "with honor," and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Holders of diplomas may have studies passed later recorded on the back, or, by special request, on the face; but such indorsements will not be made on certificates.

DUPLICATE CREDENTIALS.—These will be issued to replace lost or soiled originals on receipt of twenty-five cents each for the extra labor of looking up and verifying records.

* Any foreign language may be substituted for English, but the papers of all students who claim this privilege will be revised carefully for English.

INSTRUCTIONS TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner:

"I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them."

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected.*

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents examination till admitted by special permission from the University on written application to the secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in the order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines: 1, subject; 2, date; 3, place; 4, name, *e. g.* :

Arithmetic.....Albany High School.

June 15, 1903.....James Burns.

* Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula, "I do so declare," followed by their signatures.

OUTLINE OF MUSIC STUDIES.

FROM THE SYLLABUS OF THE AMERICAN COLLEGE OF MUSICIANS.

NOTATION.

The staff; meter; F, G, and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relation of things being first considered and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavi-chord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music; the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulations by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishments; harmonic embellishments; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts: one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts: all classes, as in first year. Four parts: all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation; canon. In addition to the study of examples, the student must prepare original exercises throughout the course. Fugue: the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciation. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter: rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form; theme and variations, étude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo: first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata: principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments; theoretic work; finale; higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ÆSTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; æsthetic value of regular, displaced and syncopic accent; phrasing; characteristic accents; national and individual; melodic accents; thematic accent by transformations; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniment; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

The Technical course in each of these branches will be published separately.

Behr, F. Op. 575, Nos. 1, 2, 3, 6.
Biedermann, A. J. Spring Flowers, No. 2.
Biedermann, A. J. Op. 91, No. 2, The Old Man in Leather.
Burgmüller, F. Op. 100, Étude 1, 2, 3, 5, 7, 10.
Ehmann, A. Thirty-six Melodic and Rhythmical Studies, Book I.
Gurlitt, C. Op. 130, Études Facile, Nos. 1 to 8, inclusive.
Hackh, O. Op. 230, No. 2, The Tin Soldier.
Hackh, O. Op. 230, No. 5, On the Sea.
Köhler, L. Op. 151, Nos. 1, 2.
Köhler, L. Op. 190, complete.
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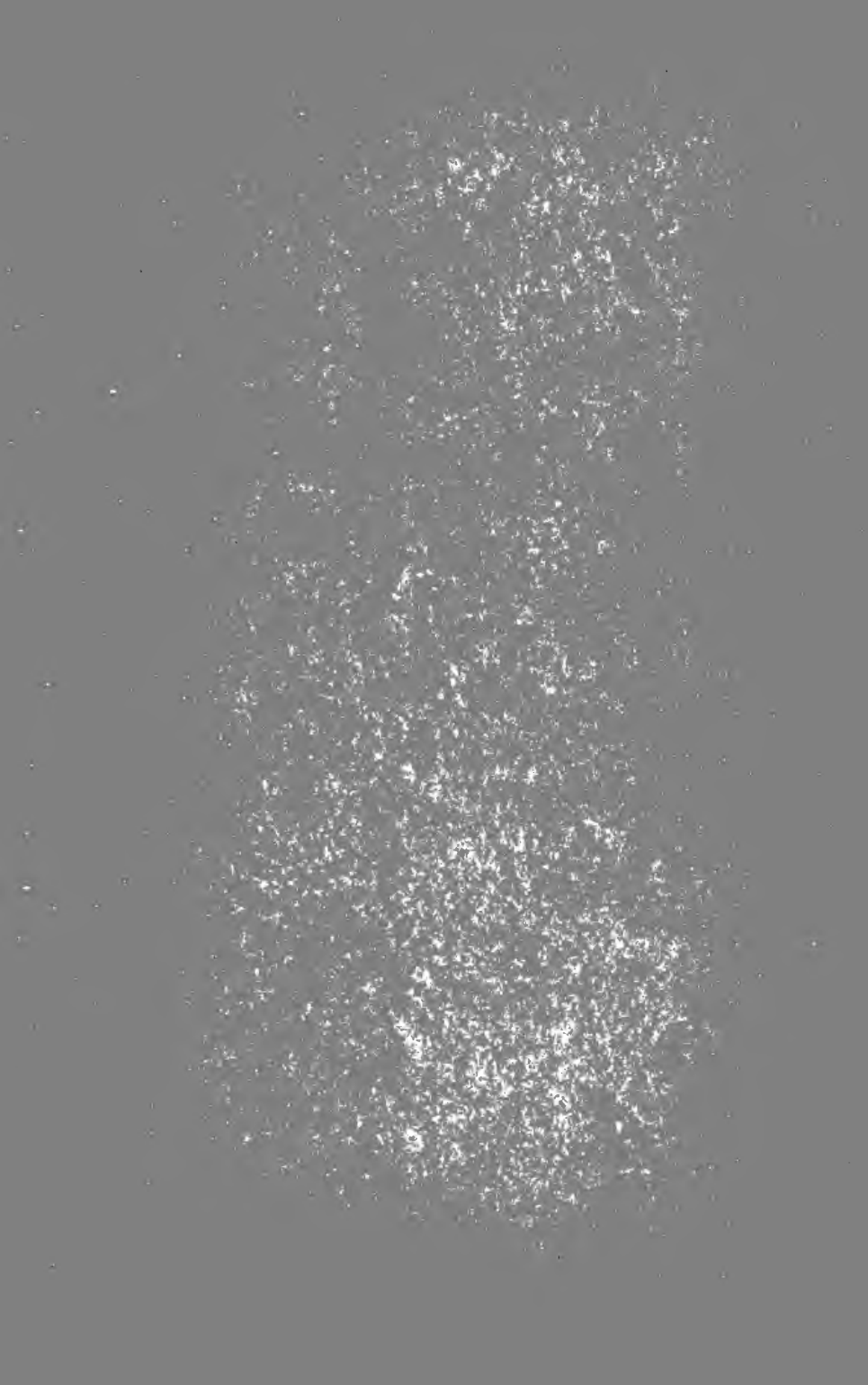
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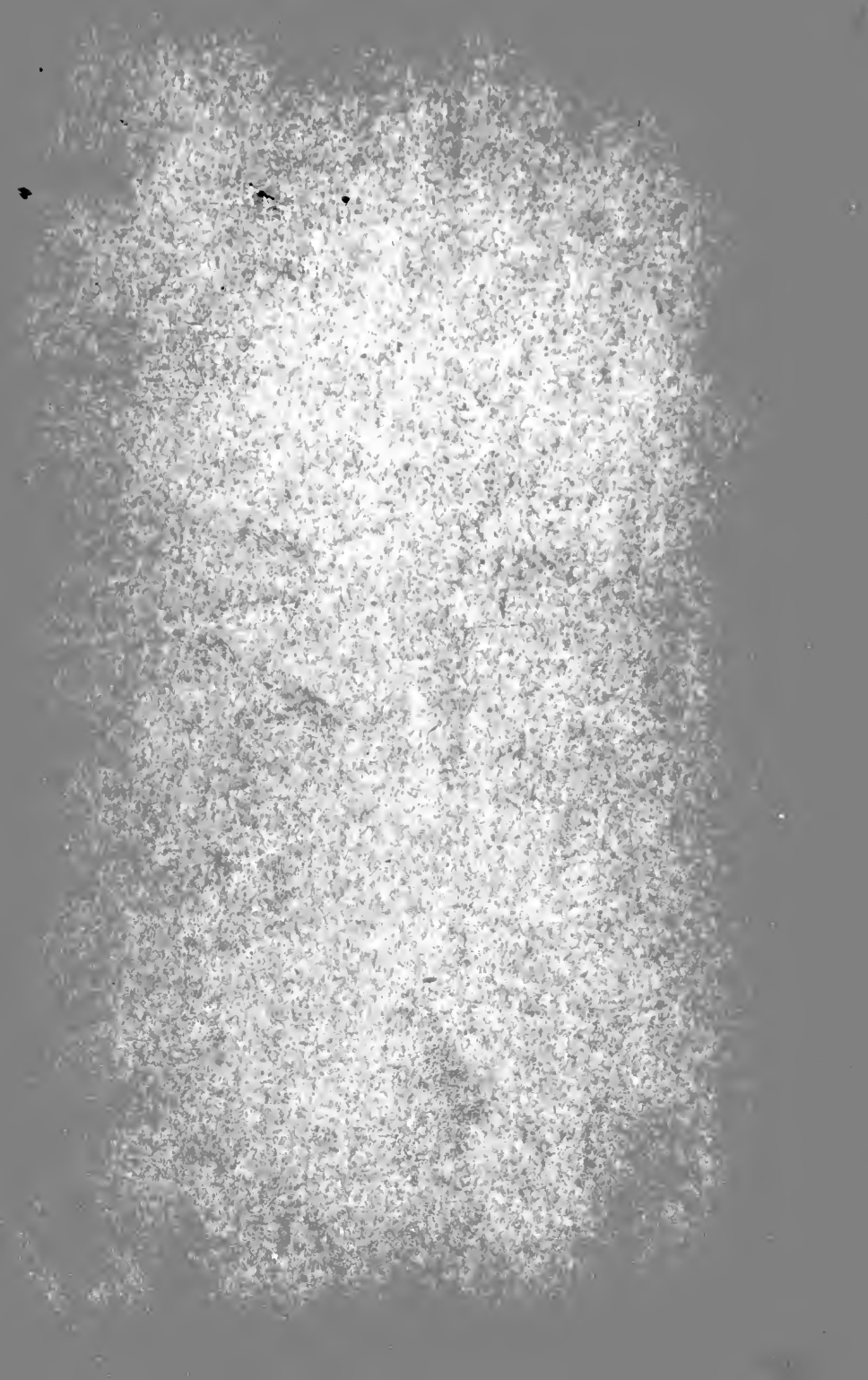
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SEVENTIETH

ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK
INSTITUTION FOR THE BLIND

FOR THE

YEAR ENDING SEPTEMBER 30, 1905.

No. 412 NINTH AVENUE,
NEW YORK CITY.

SEVENTIETH

ANNUAL REPORT OF THE MANAGERS

OF

THE NEW YORK
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1905.

Lux Oritur:

"And I will bring the blind by a way they knew not; I will lead them in paths they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:
THE BRADSTREET PRESS, 61 ELM STREET.
1906.

MANAGERS

OF

THE NEW YORK INSTITUTION FOR THE BLIND,

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Ackerly, Samuel, M.D.....	1831-1845	Trulock, Joseph	1836-1840
Averill, Herman	1831-1832	Mandeville, William.....	1836-1837
Bolton, Curtis	1831-1835	Chandler, Adoniram.....	1836
Donaldson, James.....	1831-1832	Cushman, D. Alonzo	1837-1843
Bogert, Henry K.....	1831-1832	Blakeman, Wm. N., M.D. {	1837-1839
Remsen, Henry.....	1831-1832		{ 1841 }
Stuyvesant, John R	1831-1840	Wood, Isaac, M.D	1837-1859
Price, Thompson.....	1831-1840	Hart, Joseph C.....	1837-1840
Ketchum, Morris	1831-1837	Holmes, Curtis	1837-1838
Miller, Sylvanus	1831-1832	Roome, Edward	1837-1845
Crosby, William B.....	1831-1833	Seton, Samuel W	1837
Lee, Gideon.....	1831-1836	Gracie, Robert.....	1838-1861
Ketchum, Hiram.....	1831-1838	Demilt, Samuel.....	1838
Wood, Samuel.....	1831-1836	Hart, James H.....	1839
Jenkins, Thomas W.....	1831-1836	Murray, Robert J.....	1839-1858
Thomas, Henry.....	1831-1834	Schermerhorn, Peter Augustus.	1839-1845
Nevins, Rufus L.....	1831-1832	Tallmadge, Henry F.....	1839-1841
Beers, Joseph D.....	1831-1832	Thompson, Martin E.....	1839
Mott, Samuel F.....	1831	Moore, Clement C	1840-1850
Patterson, Matthew C	1831-1833	Olyphant, D. W. C.....	1840
Russ, John D., M.D	1833-1834	Averill, Augustine	1840
Dwight, Theodore	1833-1837	Beers, Cyrenius	1841-1853
Brown, Silas.....	1833-1859	Suydam, Lambert	1841-1842
Hagg, John P.....	1833	Holmes, Silas	1841-1842
Spring, George	1833-1835	Case, Robert L.....	1841-1861
Walker, John W.....	1833-1839	Crosby, John P.....	1841-1859
Miller, Franklin	1833-1835	Collins, Stacey B.....	1841
Steel, Jonathan D.....	1833	Schermerhorn, E. H.....	1841-1842
Allen, Moses	1834	Marsh, James.....	1842-1852
Lyon, Stephen.....	1834-1836	Murray, Hamilton.....	1842-1847
Dissosway, Gabriel P.....	1834-1836	Walsh, A. R.....	1842-1850
Phelps, Anson G.....	1834-1855	Wood, John	1842-1850
Crosby, William H.....	1835	Jones, Edward.....	1843-1850
Hoyt, Charles	1835-1839	Whittemore, William T.....	1843-1845
Oakley, Charles.....	1835	Smith, Floyd	1844-1848
Titus, Peter S	1836	Dean, Nicholas	1844-1848
Allen, George F..... {	1836-1839	Jones, William P.....	1846-1849
	{ 1841-1862	Thurston, William R.....	1846-1851

Sheldon, Henry.....	1846-1854	Clift, Smith.....	1865-1893
King, John A.....	1848-1854	Hoffman, Charles B.....	1865-1868
Schell, Augustus.....	1849-1883	Emmet, Thos. Addis, M.D....	1865-1866
Day, Mahlon	1849-1854	Whitewright, William	1866-1898
Jones, George F.....	{ 1850-1859	Schermerhorn, Wm. C.....	1866-1901
	{ 1865	De Rahm, Charles	1866-1890
Adams, John G.....	1851-1858	Hilton, Henry	1866
Ogden, Gouverneur M.....	1851-1857	Burrill, John E.....	1866-1867
Cobb, James N	1851-1858	Stout, Francis A	1867-1892
Beadle, Edward L.....	1851-1862	Butterfield, Daniel	1868
Wood, Edward	1852-1861	Hoffman, William B.....	1868-1879
Ogden, John D., M.D.....	1853-1855	Gerard, James W	1869-1873
Craven, Alfred W.....	1854-1861	Schermerhorn, F. Augs.....	1870-1905
Olyphant, G. T.....	1855-1857	Marié, Peter.....	1870-1903
Abbatt, William M.....	1855-1857	Rhoades, J. Harsen.....	1870-1873
Noyes, William Curtis.....	1855-1859	Rhineland, Frederick W....	1874-1904
Dumont, William	1856-1862	Sheldon, Frederick.....	1874-1905
Warren, James	1856-1859	Robbins, Chandler	1875-1904
Cammann, George P., M.D..	1858	Strong, Charles E.....	1875-1887
Rutherford, Lewis M.....	1858-1861	Schuyler, Philip.....	1878-1898
Van Rensselaer, Henry.....	1858-1860	Temple, Prime	1878-1887
Hone, Robert S.....	1859-1891	Kane, John L.....	1881-1905
Tomes, Francis	1859-1860	King, Edward.....	1884-1893
Norton, Charles B	1859-1861	Schell, Edward	1885-1893
Church, William H., M.D...	1859-1864	Bronson, Frederick	1888-1900
Hutchins, Waldo.....	1860-1867	Kingsland, Ambrose C.....	1889-1890
Tuckerman, Charles K.....	1860-1867	Robbins, George A.....	1889-1895
Kennedy, James Lenox	1860-1864	Kissel, Gustav E.....	1891-1905
Travers, William R	1860	Bowers, John M.....	1891-1905
Tompkins, Daniel H	1860-1874	Peabody, George L., M.D....	1891-1905
Aspinwall, J. Lloyd	1860-1861	Marshall, Charles H.....	1892-1905
Suydam, D. Lydig	1861-1884	Smith, Gouverneur M., M.D..	1893-1898
Daly, Charles P.....	1861	Davis, Howland	1894-1905
Hosack, Nathaniel P	1862-1876	Duer, William A.....	1894-1905
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Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-1905
Edgar, Newbold.....	{ 1862-1864	Tappen, Frederick D.....	1897-1901
	{ 1868	Armstrong, D. Maitland....	1898-1905
Donnelly, Edward C.....	1862-1864	Wheelock, George G., M.D..	1898-1905
Lord, James Cooper	1862-1864	Fairchild, Charles S.....	1898-1905
Schermerhorn, Alfred	{ 1862-1865	Soley, James Russell.....	1900-1905
	{ 1867-1868	Winthrop, Egerton L., Jr....	1901-1905
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Brown, John Crosby	1862-1864	Foster, Frederick De Peyster.	1903-1905
Van Rensselaer, Alex	{ 1862-1865	Rhineland, Thomas N.....	1905
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IN ALPHABETICAL ORDER,

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Ackerly, Samuel, M.D.....	1831-1845	Dean, Nicholas.....	1844-1848
Adams, John G., M.D.....	1851-1858	Demilt, Samuel	1838
Allen, George F.....	{ 1836-1839	De Rahm, Charles.....	1866-1890
	{ 1841-1862	Dissosway, Gabriel P.....	1834-1836
Allen, Moses.....	1834	Donaldson, James.....	1831-1832
Appleton, William W.....	1896-1905	Donnelly, Edward C.....	1862-1864
Armstrong, D. Maitland....	1898-1905	Duer, William A.....	1894-1905
Aspinwall, J. Lloyd.....	1860-1861	Dumont, William.....	1856-1862
Averill, Augustine.....	1840	Dwight, Theodore	1833-1837
Averill, Herman.....	1831-1832	Edgar, Newbold.....	{ 1862-1864
Beadle, Edward L.....	1851-1862		{ 1868
Beers, Cyrenius.....	1841-1853	Emmet, Thos. Addis, M.D....	1865-1866
Beers, Joseph D	1831-1832	Fairchild, Charles S.....	1898-1905
Blakeman, Wm. N., M.D. {	1837-1839	Foster, Frederick De Peyster.	1903-1905
	{ 1841	Gracie, Robert.....	1838-1861
Bogert, Henry K	1831-1832	Grafton, Joseph.....	1862-1872
Bolton, Curtis	1831-1835	Gerard, James W.....	1869-1873
Bowers, John M.....	1891-1905	Godkin, Lawrence.....	1905
Bronson, Frederick	1888-1900	Hagg, John P	1833
Brown, John Crosby	1862-1864	Hamilton, William G.....	1894-1905
Brown, Silas	1833-1859	Hart, James H	1839
Burrill, John E.....	1866-1867	Hart, Joseph C	1837-1840
Butterfield, Daniel	1868	Hilton, Henry.....	1866
Cammann, George P., M.D..	1858	Hoffman, Charles B.....	1865-1868
Case, Robert L	1841-1861	Hoffman, William B.....	1868-1879
Chandler, Adoniram.....	1836	Holmes, Curtis	1837-1838
Church, William H., M.D...	1859-1864	Holmes, Silas.....	1841-1842
Clift, Smith.....	1865-1893	Hone, Robert S.....	1859-1891
Cobb, James N.....	1851-1858	Hosack, Nathaniel P.....	1862-1876
Collins, Stacey B.....	1841	Hoyt, Charles	1835-1839
Craven, Alfred W.....	1854-1861	Hutchins, Waldo	1860-1867
Crosby, John P.....	1841-1859	Irving, John Treat	1863-1896
Crosby, William B.....	1831-1833	Jenkins, Thomas W.....	1831-1836
Crosby, William H.....	1835	Jones, Edward	1843-1850
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Kane, John I.....	1881-1905	Schell, Edward	1885-1893
Kennedy, James Lenox.....	1860-1864	Schermerhorn, Alfred....	{ 1862-1865
Ketchum, Hiram.....	1831-1838		{ 1867-1868
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Lord, James Cooper.....	1862-1864	Sheldon, Frederick.....	1874-1905
Lyons, Stephen.....	1834-1836	Sheldon, Henry.....	1846-1854
Mandeville, William.....	1836-1837	Smith, Floyd.....	1844-1848
Marié, Peter.....	1870-1903	Smith, Gouverneur M., M.D..	1893-1898
Marsh, James.....	1842-1852	Soley, James Russell.....	1900-1905
Marshall, Charles H.....	1892-1905	Spring, George	1833-1835
McIlvaine, Tompkins.....	1905	Steel, Jonathan D.....	1833
McLean, James M.....	1863-1890	Stout, Francis A.....	1867-1892
Miller, Franklin	1833-1835	Strong, Charles E.....	1875-1887
Miller, Sylvanus	1831-1832	Stuyvesant, John R.....	1831-1840
Moore, Clement C.....	1840-1850	Suydam, D. Lydig	1861-1884
Mott, Samuel F.....	1831	Suydam, Lambert.....	1841-1842
Murray, Hamilton	1842-1847	Tallmadge, Henry F	1839-1841
Murray, Robert J.....	1839-1858	Tappen, Frederick D.....	1897-1901
Myers, T. Bailey.....	1862-1887	Thomas, Henry.....	1831-1834
Nevins, Rufus L.....	1831-1832	Thompson, Martin E.....	1839
Norton, Charles B.....	1859-1861	Thurston, William R.....	1846-1851
Noyes, William Curtis.....	1855-1859	Titus, Peter S.....	1836
Oakley, Charles.....	1835	Tomes, Francis.....	1859-1860
Ogden, Gouverneur M.....	1851-1857	Tompkins, Daniel H.....	1860-1874
Ogden, John D., M.D.....	1853-1855	Travers, William R.....	1860
Olyphant, D. W. C.....	1840	Trulock, Joseph.....	1836-1840
Olyphant, G. T.....	1855-1857	Tuckerman, Charles K.....	1860-1867
Patterson, Matthew C.....	1831-1833	Van Rensselaer, Alex.....	{ 1862-1865
Peabody, George L., M.D....	1891-1905		{ 1867-1877
Phelps, Anson G.....	1834-1855	Van Rensselaer, Henry.....	1858-1860
Potter, Clarkson N.....	1863-1866	Walker, John W.....	1833-1839
Price, Thompson.....	1831-1840	Walsh, A. R.....	1842-1850
Prime, Temple.....	1878-1887	Warren, James.....	1856-1859
Remsen, Henry.....	1831-1832	Wheelock, George G., M.D..	1898-1905
Rhineland, Frederick W....	1874-1904	Whitewright, William.....	1866-1898
Rhineland, Thomas N....	1905	Whittemore, William T.....	1843-1845
Rhoades, J. Harsen.....	1869-1872	Wickersham, George W.....	1902-1905
Robbins, Chandler.....	1875-1904	Winthrop, Egerton L., Jr....	1901-1905
Robbins, George A.....	1889-1895	Wood, Edward.....	1852-1861
Roome, Edward	1837-1845	Wood, Isaac, M.D.....	1837-1859
Russ, John D., M.D	1833-1834	Wood, John.....	1842-1850
Rutherford, Lewis M.....	1858-1861	Wood, Samuel.....	1831-1836
Schell, Augustus.....	1849-1883		

OFFICERS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.....	1831-1842	Hone, Robert S.....	1884-1887
Phelps, Anson G.....	1843-1853	McLean, James M.....	1888-1890
Wood, Isaac, M.D.....	1854-1859	Irving, John Treat.....	1891-1895
Allen, George F.....	1860-1862	Schermerhorn, William C....	1896-1901
Schell, Augustus.....	1863-1883	Schermerhorn, F. Augs.....	1901-1905

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Suydam, D. Lydig.....	1884
Brown, Silas.....	1833-1835	McLean, James M.....	1885-1887
Titus, Peter S.....	1836	Clift, Smith.....	1888-1893
Phelps, Anson G.....	1837-1842	Schermerhorn, William C....	1894-1895
Wood, Isaac, M.D.....	1843-1853	Marié, Peter.....	1896-1903
Gracie, Robert.....	1855-1860	Rhineland, F. W.....	1903-1904
Beadle, Edward L.....	1861-1862	Sheldon, Frederick.....	1905
Hone, Robert S.....	1863-1883		

TREASURERS.

Bolton, Curtis.....	1831-1835	Clift, Smith.....	1865
Brown, Silas.....	1836-1859	Grafton, Joseph.....	1866-1871
Wood, Edward.....	1860-1861	Whitewright, William.....	1872-1896
Schell, Augustus.....	1862	Davis, Howland.....	1897-1905
Kennedy, James Lenox.....	1863-1864		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Hone, Robert S.....	1860-1862
Russ, John D., M.D.....	1833-1834	Brown, John Crosby.....	1863
Crosby, William H.....	1835	Myers, T. Bailey.....	1864-1883
Allen, George F.....	{ 1836-1839	Schermerhorn, F. Augs.....	1884-1901
	{ 1841-1859	Marshall, Charles H.....	1901-1905

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Crosby, John P.....	1854-1859
Dwight, Theodore.....	1833-1837	Church, William H., M.D...	1860
Wood, Isaac, M.D.....	1839-1842	Tuckerman, Charles K.....	1861-1867
Roome, Edward.....	1843-1844	Schermerhorn, William C....	1868-1893
Schermerhorn, Peter Augs...	1845	Bronson, Frederick.....	1894-1895
Jones, Edward.....	1846-1850	Sheldon, Frederick.....	1896-1905
Wood, Isaac, M.D.....	1851-1853	Peabody, George L., M.D...	1905

PRINCIPALS OF THE INSTITUTION

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.



Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled.....	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B..	1863 to March 1, 1905.
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal from	March 1, 1905.
Boggs, William.....	1843-1845	Tewksbury, Everett B.,	From March 1,
Chamberlain, James F.....	1846-1852		1905.

BOARD OF MANAGERS.

1905.

Terms of continuous service.

FREDERICK AUGUSTUS SCHERMERHORN,	Since 1870
FREDERICK SHELDON,	" 1874
*CHANDLER ROBBINS,	" 1875
JOHN I. KANE,	" 1881
GUSTAV E. KISSEL,	" 1891
JOHN M. BOWERS,	" 1891
GEORGE L. PEABODY, M.D.,	" 1891
CHARLES H. MARSHALL,	" 1892
HOWLAND DAVIS,	" 1894
WILLIAM A. DUER,	" 1894
† WILLIAM G. HAMILTON,	" 1894
WILLIAM W. APPLETON,	" 1896
D. MAITLAND ARMSTRONG,	" 1898
GEORGE G. WHEELLOCK, M.D.,	" 1898
CHARLES S. FAIRCHILD,	" 1899
JAMES RUSSELL SOLEY,	" 1901
EGERTON L. WINTHROP, JR.,	" 1901
GEORGE W. WICKERSHAM,	" 1902
FREDERICK DE PEYSTER FOSTER,	" 1902
THOMAS N. RHINELANDER,	" 1905
TOMPKINS McILVAINE,	" 1905
LAWRENCE GODKIN,	" 1905

* Resigned November 2, 1904.

† Resigned February 1, 1905.

OFFICERS OF THE BOARD.

F. AUGUSTUS SCHERMERHORN, . . . *President.*
 FREDERICK SHELDON, . . . *Vice-President.*
 CHARLES H. MARSHALL, . . . *Recording Secretary.*
 GEORGE L. PEABODY, M.D., *Corresponding Secretary.*
 HOWLAND DAVIS, . . . *Treasurer.*

STANDING COMMITTEES.

Committee on Finance.

CHARLES S. FAIRCHILD, JOHN M. BOWERS,
 GEORGE W. WICKERSHAM.

Committee on Supplies, Repairs and Improvements.

FREDERICK SHELDON, CHARLES H. MARSHALL,
 JOHN I. KANE, WILLIAM A. DUER,
 GEORGE G. WHELOCK, M.D.

Committee on Education.

GEORGE L. PEABODY, M.D., WILLIAM W. APPLETON,
 GUSTAV E. KISSEL, TOMPKINS MCILVAINE.

Committee on Manual Training.

D. MAITLAND ARMSTRONG, EGERTON L. WINTHROP, JR.,
 FRED'K DE PEYSTER FOSTER, THOMAS N. RHINELANDER.

The President shall be *ex officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex officio* members of the Committee on Finance. (By-Laws.)

FACULTY.

WILLIAM B. WAIT, *Principal* to March 1, 1905. *Emeritus*
Principal from March 1, 1905.

EVERETT B. TEWKSBURY, *Principal* from March 1, 1905.

Literary Department.

CLARA BOOMHOUR,	NAOMI BOOMHOUR,
MARY B. SCHOONMAKER,	IRENE SCOFIELD,
MARGARET A. MACANN,	JEAN Y. AYER,
DORA M. ROBINSON,	GEORGE H. WEIMAR,
RAYMOND GUY LEONARD.	

Music Department.

HANNAH A. BABCOCK, <i>Director.</i>	EVA E. KERR,
JULIA S. LOOMIS,	JESSIE COMFORT,
MARY WEATHERLOW.	

Tuning.

FREDERICK WINKLEMAN.

Kindergarten.

NAOMI BOOMHOUR.

Manual Training and Home Science.

RUDOLPH MUSSEHL,	DANIEL MCCLINTOCK,
MARY B. SCHOONMAKER,	JENNIE DICKEY,
ELIZABETH A. H. DEAN.	

Administrative Department.

DWIGHT L. HUBBARD, M.D.,	<i>Attending Physician.</i>
ANNA L. PHIPPS,	<i>Matron.</i>
L. ADELLE ROGERS,	<i>Matron.</i>
ZOE KNAPP,	<i>Librarian and Stenographer.</i>
MARGARET P. FROST,	<i>Accountant.</i>
ALICE HATCHMAN,	<i>Assistant.</i>
HANNAH M. RODNEY,	<i>Assistant.</i>
ANNA J. SHERIDAN,	<i>Assistant.</i>

SEVENTIETH ANNUAL REPORT

OF

THE NEW YORK INSTITUTION FOR THE BLIND.

To the Honorable the Legislature of the State of New York:

The Managers of The New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1905.

The whole number of pupils during the last year was 185.

The report of the Principal, which gives much interesting information relating to the work of the school, is annexed.

The following is a statement of the moneys received and expended:

CURRENT ACCOUNT.

Balance September 30, 1904.....	\$2,120.37	
Current receipts	129,668.76	
		\$131,789.13
Current expenditures	\$125,878.23	
Cash balance September 30, 1905	5,910.90	
		\$131,789.13

INVESTMENT FUND ACCOUNT.

Balance September 30, 1904.....	\$75,819.32	
Receipts—		
Legacies	3,145.47	
Interest and rents.....	14,694.48	
Bond and mortgage.....	72,000.00	
		\$165,659.27
Payments—		
Taxes and assessments	\$23,476.41	
Transferred to current account.....	23,600.00	
Bond and mortgage.....	30,000.00	
Balance September 30, 1905.....	88,582.86	
		\$165,659.27

BUILDING FUND ACCOUNT.

Balance September 30, 1904.....	\$16,171.72	
William B. Wait, Principal.....	5,209.68	
Interest	322.34	
		\$21,703.74
Expenditures—		
Improvements on Mount Hope property for current year.....	\$8,238.73	
Balance September 30, 1905	13,465.01	
		\$21,703.74

LIBRARY FUND.

Balance September 30, 1904.....	\$2,986.24	
Interest and cash received	126.21	
		\$3,112.45

The Treasurer's statement, which is annexed, gives a detailed account of the current receipts and expenditures.

The following is a list of the legacies and donations which have been received by the Institution since its organization in 1831 to September 30, 1905 :

Miles R. Burke.....	\$2,000.00	Stephen V. Albro.....	\$428.57
Jane Van Cortland.....	300.00	John Penfold.....	470.00
Isaac Bullard.....	101.66	Madam Jumel.....	5,000.00
Elizabeth Bayley.....	100.00	Mrs. Steers	34.66
John Jacob Astor.....	5,000.00	Thomas Garner.....	1,410.00
William Bean.....	500.00	Elizabeth Magee.....	534.00
Peter G. Stuyvesant.....	3,000.00	Chauncey and Henry Rose..	5,000 00
John Horsburgh.....	5,000.00	John J. Phelps	2,350.00
Elizabeth Demilt.....	5,000 00	Rebecca Elting.....	100.00
Sarah Demilt.....	2,000 00	Gerard Martins.....	500.00
C. D. Betts.....	40.00	Regina Horstein.....	250.00
Sarah Penny	500.00	John Alstyne.....	10,320.44
Sarah Bunce.....	500.00	Elizabeth and Sarah Wooley.	5,984.83
Elizabeth Idley.....	196.00	Benjamin Nathan.....	1,000.00
Samuel S. Howland.....	1,000.00	Thomas M. Taylor.....	6,151.94
William Howe.....	2,985.14	Simeon Abrahams.....	5,052 70
Margaret Fritz.....	100.00	James Peter Van Horn.....	20,000.00
James McBride.....	500.00	Caleb Swan	500.00
Charles E. Cornell.....	521.96	Mrs. A. E. Schermerhorn ..	10,000.00
Charles E. Deming.....	50.00	Henry H. Munsell.....	3,396.32
Mrs. De Witt Clinton.....	200.00	Thomas C. Chardevoyne....	5,000.00
W. Brown	465.00	William Dennistoun.....	11,892.77
Elizabeth Gelston.....	1,000.00	William B. Astor	5,000.00
Robert J. Murray.....	500.00	Benjamin F. Wheelwright..	1,000.00
Seth Grosvenor.....	10,000.00	George T. Hewlett, executor.	500.00
Elijah Withington.....	100.00	J. L. (of Liverpool, England)	25.00
Benjamin F. Butler.....	812.49	Ephraim Holbrook.....	39,458.16
Frissel Fund.....	2,000.00	Mrs. Emma B. Corning....	5,000.00
Simeon V. Sickles.....	6,561.87	Eliza Mott	1,475.54
Anson G. Phelps.....	5,675.68	Maria M. Hobby	2,509.82
Thomas Reilly.....	2,254.84	Daniel Marley.....	1,749.30
Elizabeth Van Tuyle.....	100.00	Henry E. Robinson.....	6,000.00
Thomas Eggleston.....	2,000.00	Henry Schade	20.00
Sarah A. Riley.....	100.00	Caroline Goff.....	4,161.59
William E. Saunders	725.84	Catherine P. Johnston.....	530.00
Thomas Eddy	1,027.50	Mrs. Emma Strecker.....	12,221.66
Robert C. Goodhue.....	1,000.00	Eli Robbins.....	5,000.00
Jonathan C. Bartlett.....	190.00	Margaret Burr.....	11,011.11

Mary Burr	\$10,611.11	Maria Moffett.....	\$14,112.21
Samuel Willetts.....	5,045.00	Maria Moffett, other stocks..	2,800.00
Roosevelt & Sons.....	45.00	John Vanderbilt.....	25.00
Augustus Schell	5,000.00	William Clymer.....	2,000.00
James Kelly.....	5,000.00	Julia L. Peyton.....	1,000.00
George Merrill	40.00	Amos R. Eno.....	5,000.00
William B. and Leonora S.		Clarissa L. Crane.....	1,000.00
Bolles	2,949.11	Leopold Boscowitz.....	1,000.00
Edward B. Underhill.....	500.00	Emeline S. Nichols	5,000.00
Harriet Gross	1,000.00	Margaret Salisbury.....	100.00
Mary Hopeton Drake.....	2,340.00	Sarah B. Munsell	477.56
George Dockstader	325.00	Edward L. Beadle.....	4,303.99
Mary Rogers.....	1,000.00	Cecelia J. Loux.....	2,000.00
Polly Dean.....	500.00	Mrs. E. Douglas Smith.....	40.00
John Delaplaine	302.99	William C. Schermerhorn...	10,000.00
Abby A. Coates Winsor	1,000.00	Mary J. Walker.....	24,193.76
Harriet Flint.....	1,776.74	Sarah Schermerhorn Estate.	5,137.50
Maria C. Robbins.....	10,000.00	Mary J. Walker Estate.....	1,222.32
Cash (sundry donations)....	133.18	F. Augs. Schermerhorn (for	
Julia A. Delaplaine.....	38,842.25	building fund).....	10,000.00
Mary E. Brandish.....	89.40	Peter Marié's Estate.....	3,145.47
Thomas W. Strong.....	1,893.00		

Of the funds thus received, there were invested in bonds, secured by mortgage on real estate in this city, one hundred and fourteen thousand dollars (\$114,000). A portion of the fund, amounting to eighty-eight thousand five hundred and eighty-two dollars and eighty-six cents (\$88,582.86), is on deposit in the Union Trust Company, and seventy-three thousand two hundred and twelve dollars and sixty-eight cents (\$73,212.68) have been expended in connection with the improvements at Mount Hope. The remainder of the fund has been applied in such ways as the Managers have thought would best promote the educational work for which the Institution was founded, and secure the financial position and the physical conditions which are essential to the success and stability of the Institution.

The Managers gratefully acknowledge the receipt since the close of the fiscal year of a legacy of five thousand dollars (\$5,000) from Juliana Catilina Mason Myers, in memory of her husband, the late Theodore Bailey Myers, who was for many years a Manager of this Institution.

The public improvements at Mount Hope, upon the streets that bound or are adjacent to the building site, are still in progress. The regrading of Fort Washington Avenue, upon which the building site has its eastern front, together with the construction of the roadway, pavement and sidewalks, is nearly completed. The project for widening Boulevard La Fayette north of One Hundred and Sixty-fifth Street is still under consideration, so that it is uncertain to what extent the area of the building site will be affected. Any loss of area that may be caused by this improvement will be serious, inasmuch as the area of the building site is already too small.

The proceedings instituted by the city to acquire land for the opening of One Hundred and Sixty-eighth Street are still in progress. Later on, at a date which cannot now be predicted, sewers, pavements and sidewalks must be constructed before this thoroughfare, the main approach to the new site of the Institution, will be open for use.

Having in mind the future welfare of the Institution, through the maintenance of those ideal methods and standards of education and administration that have placed it in the front rank of the educational institutions of the country, the Managers have during the past year taken an important step.

For more than forty years the position of Principal was held by Mr. William B. Wait. The duties of this position are of the most varied kind, and the kinds are so numerous that nothing except actual experience can fit any one to discharge them. Each day, week, month, quarter and year has something peculiar to it, while casual and emergent duties are many. Familiarity with the history and traditions of the Institution, with technical educational methods, and with all the details of administration, must be acquired.

The general and technical knowledge and the capacity to administer cannot be gained elsewhere, nor can they be learned by precept. They can only be acquired by practice and experience in every department of the work.

In view of these considerations, and in pursuance of suggestions made by Mr. Wait, Mr. Everett B. Tewksbury, who had

for three years been a member of the faculty, was appointed Assistant Principal from and after September 1, 1904. Mr. Tewksbury satisfactorily performed the duties assigned to him, and he was elected Principal from March 1, 1905.

During the forty years of Mr. Wait's administration, he has acquired a fund of information and experience, and has made several important contributions to the educational resources of the school, all of which specially qualify him to render important and valuable services to the Institution.

Accordingly, the Managers have elected Mr. Wait to the position of Emeritus Principal, dating from March 1, 1905. In this position, he will retain his connection with the Institution, keep in close touch with its affairs, and act as adviser whenever his knowledge will be of service. He will also continue to represent this Institution as a Trustee of the American Printing House for the Blind, and as a member of the American Association of Instructors of the Blind, and will continue to have direction of matters connected with the Library Fund, with the printing of books, with the improvements and extension of the New York Point System, and any proposed changes in the system of education followed by this Institution.

By the recent death of William A. Duer the Institution has lost a friend and the Managers a colleague, who was always ready to assume his share of their collective responsibilities and duties.

The Managers respectfully ask your Honorable Body that the per capita compensation for the education of State pupils be made \$300 for the ensuing fiscal year.

All of which is respectfully submitted,

THE NEW YORK INSTITUTION FOR THE BLIND.

F. AUGS. SCHERMERHORN, *President.*

CHARLES H. MARSHALL, *Recording Secctary.*

City and County of New York, ss.:

F. AUGS. SCHERMERHORN, of said city, being duly sworn, saith: That he is President of The New York Institution for the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

F. AUGUSTUS SCHERMERHORN.

Sworn to before me this 20th day }
of December, 1905. }

HULBERT PECK,

Notary Public, New York County.

REPORT OF THE TREASURER.

HOWLAND DAVIS, Treasurer, in account with THE NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1905.

<i>Dr.</i>		
CURRENT FUND.		
Balance, September 30, 1904.....		\$2,120.37
Received from:		
State of New York.....	\$38,947.18	
State of New Jersey.....	5,348.33	
New York City.....	1,800.00	
Music and instruction.....	251.16	
Clothing, etc.....	4.81	
Supplies.....	58.03	
Petty account.....	6.50	
New York County.....	2,773.63	
Kings County.....	1,029.04	
Queens County.....	287.43	
Suffolk County.....	50.00	
Putnam County.....	50.00	
Westchester County.....	100.00	
Investment fund.....	77,076.41	
Manual training.....	1,050.35	
Interest.....	125.29	
Rent.....	10.00	
Principal's fund.....	700.00	
		<hr/> 129,668.76
		<hr/> \$131,789.13

<i>Cr.</i>	
By cash paid for:	
Supplies.....	\$14,296.78
Salaries and wages.....	31,513.37
Clothing and dry goods.....	3,886.40
Furniture and fixtures.....	2,982.18
Principal's fund.....	1,400.00
Repairs and improvements.....	9,178.55
Traveling.....	48.88
Electricity.....	65.20
Gas.....	1,359.70
Music and instruction.....	994.18
Manual training.....	590.40
Taxes.....	2,542.53
Legal expense.....	48.60
Petty account.....	1,475.19
Drugs and medicines.....	49.29
Fuel.....	3,087.10
Insurance.....	1,390.00
Assessments.....	20,933.88
Bond and mortgage.....	30,000.00
Real estate.....	30.00
	<hr/> \$125,878.23
Balance, September 30, 1905.....	<hr/> 5,910.90

\$131,789.13

New York, November 22, 1905.

(Signed)

HOWLAND DAVIS, Treasurer.

The foregoing statement of Howland Davis, Treasurer, has been examined by us and found to be correct; as to balance and the details of the account we approve on the audit of the accountants employed by our direction.

(Signed)

JOHN M. BOWERS,
GEORGE W. WICKERSHAM,

{ Finance Committee.

Report of the Principal.

To the Board of Managers :

GENTLEMEN—Although my Principalship dates only from March 1, 1905, I beg to submit, at Mr. Wait's suggestion, the following report for the whole year ending September 30, 1905 :

Number of Pupils September 30, 1904.....	152
Admitted during the year.....	33
Whole number instructed.....	185
Reductions.....	40
Number remaining.....	145

During the past year the work of the Institution has proceeded along lines that have been customary for some time. However, everywhere possible, the scope has been amplified. The lines of least resistance for the blind seem to be Languages, Literature and History. Our work in English and History has embraced practically all that the Regents of the State University offer for examination. Mediæval History was this last year for the first time taught in this school. In Languages, Latin, which was begun in 1903, has been extended to include Virgil; German, begun in 1904, continues in the second year; and French is now being taught for the first time in any school with text-books in the New York Point System.

In all these subjects the results have been most gratifying, proving conclusively that the study of foreign Languages and Literatures offers a rich field of vast extent, in which, with the increase of publications of embossed books, the blind may hope to rank equally with people of like intelligence and education who see, and may compete successfully with them as teachers or tutors. What has been so well begun along this line of

education will be continued with a view constantly to increase the amount of work done and the efficiency of the methods employed.

An interesting demonstration was made this last year by one of the boys, who took successfully the Regents Examination in Typewriting. This opened up a new goal, for which, beginning this September, all the school is working. In conjunction with this purpose of attaining speed, accuracy, and form in Typewriting, are combined two other purposes, an extension of Spelling, including Word-Analysis, and practice on the Kleidograph.

It has for some years been shown from carefully prepared statistics that in Spelling our average has always been ahead of the State average. Not being satisfied even with that, classes in Spelling have been arranged for all pupils, those leading up to the Regents Examination continuing as before unaltered, while new classes have been formed of those who have passed the Regents Examination. It is in these Spelling classes, to which half an hour four days a week is devoted, that practice on the kleidograph and typewriter is obtained. The benefits of these kinds of work to all subjects of the Literary and Music Departments are obvious.

The difficulties of Algebra for the blind have been found to be not insurmountable. In addition to the type commonly used on the New York Point Arithmetic slate, other kinds of type were made, having on them the letters of the New York Point System, and symbols representing the various operations, as well as ink print algebraic symbols. In spite of these most favorable conditions the blind pupil with his text-book in point print and slate and boxes of type is sadly handicapped by the normal pupil with his eyes, and pencil, and paper. The blind can comprehend Algebra as well as can pupils with sight, but the amount of time required to do the manual labor of the operations is many times greater for the blind; hence, the difficulty of taking the Regents Examination in Algebra with the same amount of work to be done in three hours by the blind as by pupils with sight. The success of the class was most gratifying.

In the endeavor to widen the scope and efficiency of the work in all departments, Manual Training has received its full share

of attention. For the girls, there is training in cord, raffia, reed, crocheting, knitting, sewing by hand and on the sewing machine, and Home Science. Beginning in September of the current year, work in cord, raffia and reed was extended for the instruction of the boys, who have taken it up with great zest. As heretofore, the boys have also instruction in Caning, Mattress-Making and Tuning.

In this department, as elsewhere, the intellectual aspect, in addition to the physical, concerns us chiefly. The mind must be trained through the hands, and the skill and cunning of the hands developed through the intelligence of the mind. Relative order and position of things, form and symmetry, use of appliances, and knowledge of mechanical operations, cultivation of attention and the exercise of the will must be taught blind children by means of the sensations of touch, in compensation for lack of knowledge derived from vision. This training involves both the cultivation of the mind and skillful muscular action.

Manual Training takes a conspicuous place in our well-balanced, comprehensive and consistent course of education, and is prescribed for all pupils. Its effect is so to cultivate the mind and hands as to qualify pupils to enter upon apprenticeship, either in the work in which they have made a good beginning at school or in other work for which Manual Training is a valuable introduction.

Mental development and training of the hands being the chief object in Manual Training, the material things produced in the various branches of the department may be considered as by-products, and the disposition of them merely a convenient and economically reasonable incident in the administration of the department, whose aim is not mercantile, but educational.

Manual Training teaches pupils to be busy, and opens their minds to the many possibilities of useful activity, by early instilling in their minds the desire and habit of industry. Inertia and lethargy can be most surely obviated, and courage, self-reliance, self-respect, and a larger knowledge of their own powers

take rightful place as controlling forces in an ever ascending standard of upright, independent living.

Special attention is being paid to physical culture with the purpose that all pupils may have sufficient exercise to keep them well and strong. Although largely supplemented by other authorities, "Home Gymnastics for the Well and Sick," edited by E. Angerstein, M.D., Staff Physician and Superintendent of the Gymnasiums of the City of Berlin, and G. Eckler, Head Teacher of the Royal Institution for Training Teachers of Gymnastics, has been in use here for several years. Work along those lines has been undertaken this fall with renewed vigor, and the interest shown, both by teachers and pupils, and the encouraging results obtained, are proof of its great value.

It has often been maintained, and rightly so, that blind children should be rated on the same footing as children who see, and that the standards by which the latter are judged should also be the standards for the former, to see whether or not the results of the work for the blind fall below those of the seeing. For this purpose, fifteen years ago, the examinations of the Regents of the University of the State of New York were adopted as our standard. In Music, either theoretical or instrumental, the Regents give no examination. Therefore the examinations of the American College of Musicians were prescribed. This Institution, being a member of the University of the State of New York, follows the requirements as stated in the syllabus of the University. A long quotation from the last syllabus will be found further on in this report.

With these examinations as the foundation and minimum standard of excellence, work in the various departments has been laid out from year to year, extending its horizon by a steady elevation of degree of attainment and maturity of quality. The value of the examinations in keeping a good standard, and in assuring the blind that what seeing children know they in their way can know as well, is inestimable, and the Regents pass cards and certificates are, for the students, vouchers of approved high standing for work done.

The record of Regents Examinations for the past year is as follows :

Number of examination days.....	13
Pupils participating.....	69
Subjects covered.....	26
Answer papers written.....	218
Answer papers claimed.....	173
Papers allowed by Regents.....	169

For the purpose of comparison, a table published in the report for the year ending September 30, 1899, is reproduced :

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1891.....	13	9	9	69	69	100
1892.....	97	83	83	86	86	100
1893.....	176	153	153	87	87	100
1894.....	201	157	153	78	76	97
1895.....	173	115	113	66	65	98
1896.....	194	149	149	77	77	100
1897.....	210	120	118	57	56	98
1898.....	204	149	149	73	73	100
1899.....	181	103	102	57	56	99
	1,449	1,038	1,029	..	..	..
Average per cent. for nine years.....				72.22	71.67	99.11

The following table gives the results of examinations held from 1900 to 1905, inclusive :

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1900.....	149	109	109	73.16	73.16	100
1901.....	118	76	75	64.41	63.56	98.68
1902.....	204	151	150	74.02	73.53	99.34
1903.....	137	114	114	83.21	83.21	100
1904.....	157	121	121	77.07	77.07	100
1905.....	218	173	169	79.36	77.52	97.68
	983	744	738	..	..	..
Average per cent. for six years.....				75.21	74.68	99.28

During the past year our pupils have successfully passed the examinations of the American College of Musicians in the following subjects :

Music History.....	1
Terminology.....	8
Harmony.....	9
Total examinations....	18

Of these, seven received "Honor" marks; that is, the percentage was above 90, and the others rated but a trifle lower.

It is with deep regret that mention is made of the death of Miss Anna J. Sheridan. Late last Spring she was seriously ill and an operation was advised, which unexpectedly revealed the disease to be cancer. The case being incurable, Miss Sheridan was removed to the Rosary Hill Home for cancer incurables, where in the course of a month she died. Miss Sheridan had been associated with the Institution since she was nine years old, for the past few years holding with efficiency the position of seamstress. She was most devoted to her work, loyal to the Institution, and personally interested in its welfare. Memories of her interesting personality and pathetically sweet character are cherished by us all.

It is with pleasure that I take this opportunity to express my appreciation of the kind attitude evinced by the officers, teachers and pupils on the event of my becoming Principal, through the favor of your action. I would especially like to commend the teachers and officers for courtesy, tact and faithfulness in their performance of their work, the pupils for their general good conduct, excellent results in classes, and increasing ambition, and all those through whose faithful performance of less conspicuous tasks the success of all the rest has been made possible.

Respectfully submitted,

EVERETT B. TEWKSBURY, *Principal*.

In the following table the results are given in percentages, as found by careful tabulation and comparison of the statistics published in the yearly reports of the Regents of the University of the State of New York.

The table presents the examination facts in three phases, viz. :

1. The number of papers claimed by the schools as being up to standard out of the whole number written.
2. The number of papers allowed by the Regents examination department out of the whole number examined.
3. The number of papers allowed out of the whole number claimed.

The figures under 1898 are for seven years ending June 30, 1898; under 1901 for three years ending June 30, 1901, and under 1905 for the seven years ending June 30, 1905. The figures for the State were not available for later than 1901.

<i>Subjects</i>	<i>Per cent. claimed of number examined State.</i>				<i>Per cent. allowed of number examined State.</i>				<i>Per cent. allowed of number claimed State.</i>			
	<i>Inst.</i> 1898.	1901.	1898.	1905.	<i>Inst.</i> 1898.	1901.	1898.	1905.	<i>Inst.</i> 1898.	1901.	1898.	1905.
Reading.....	96	97	95	81	96	97	95	81	100	100	100	100
Writing.....	90	94	97	100	90	94	97	100	100	100	100	100
Spelling.....	61	70	72	83	59	68	71	83	66	98	99	99
Elementary English..	57	65	54	71	51	53	54	64	89	82	100	90
Geography.....	58	61	74	68	53	56	74	68	91	91	100	100
Arithmetic.....	55	60	69	63	52	59	69	63	96	98	100	100
Advanced arithmetic	46	54	52	27	34	45	52	27	70	83	100	100
Advanced English....	51	65	34	49	38	48	33	41	73	74	97	100
English composition..	74	79	92	87	60	62	92	87	81	79	100	100
Rhetoric.....	70	80	93	73	58	60	84	73	82	75	92	100
American literature...	84	..	86	..	74	..	86	..	82	..	100	..
Physics.....	58	70	64	65	40	59	64	65	67	84	100	100
Physiology & Hygiene.	61	67	64	63	53	60	64	63	86	90	100	100
United States history..	63	67	74	86	53	57	74	86	85	85	100	100
N. Y. State history...	72	..	39	..	58	..	35	..	81	..	89	..
Roman history.....	85	83	100	63	72	71	100	63	85	85	100	100
English history.....	73	77	83	57	58	64	83	57	80	84	100	100
Physical geography...	72	71	87	65	63	64	87	65	88	90	100	100
Geology.....	79	87	70	100	68	78	69	100	83	90	100	100
Algebra.....	72	..	100	67	70	..	100	67	98	..	100	100
English literature....	..	92	..	71	..	83	..	71	..	90	..	100
Civics.....	..	72	..	52	..	62	..	52	..	87	..	100
General history.....	..	85	..	83	..	76	..	83	..	89	..	100
Geometry.....	..	66	..	87	..	59	..	87	..	90	..	100
Advanced U. S. history	..	71	..	73	..	53	..	67	..	75	..	92
Psychology.....	..	89	..	82	..	76	..	82	..	86	..	100
American selections..	..	88	..	60	..	76	..	60	..	86	..	100
Advanced Eng. comp..	..	78	..	90	..	38	..	90	..	49	..	100
English selections....	..	89	..	100	..	78	..	100	..	88	..	100
Home science.....	..	68	..	100	..	3	..	100	..	5	..	100
Roman history.....	..	..	..	63	..	..	..	63	..	..	..	100
English reading.....	..	..	..	100	..	..	..	100	..	..	..	100
Astronomy.....	..	..	..	100	..	..	..	100	..	..	..	100
Latin.....	..	..	..	91	..	..	..	91	..	..	..	100
Greek history.....	..	..	..	91	..	..	..	91	..	..	..	100
Hist. of Am. literature	..	..	..	100	..	..	..	100	..	..	..	100
Business English....	..	..	..	100	..	..	..	100	..	..	..	100
Com. geography.....	..	..	..	100	..	..	..	100	..	..	..	100
Economics.....	..	..	..	100	..	..	..	100	..	..	..	100
German.....	..	..	..	78	..	..	..	78	..	..	..	100
Mediaeval history....	..	..	..	82	..	..	..	82	..	..	..	100
Cæsar's Commentaries	..	..	..	100	..	..	..	100	..	..	..	100
Average.....	69	76	75	79	60	63	74	79	86	83	99	99

DAILY PROGRAMME.

A.M.—8 to 8.10.

Chapel Exercises.

8.10 to 8.55.

Arithmetic.

Piano.

Virgil.

Kindergarten.

8.55 to 9.40.

American selections.

Language.

English, 1st year.

Kindergarten.

Elementary English.

Piano.

9.40 to 9.50.

Recess.

9.50 to 10.35.

Reading.

French.

Geography.

Piano.

Elementary United States history.

Kindergarten.

Advanced United States history.

Manual training.

10.35 to 11.05.

Spelling.

Kindergarten.

11.05 to 11.50.

Nature study.

Harmony.

Geography.

Counterpoint.

Kindergarten.

Point music.

Manual training.

Tuning.

Piano.

11.50 to 12.

Recess.

12 to 12.45.

Senior singing class.

Piano.

Junior singing class.

Kleidograph.

Manual training.

Kindergarten.

P.M.—1.45 to 2.30.

German, 2d year.

Piano.

Physiology and hygiene.

Harmonic notation.

Slate writing.

Geography.

Kleidograph.

Manual training.

Home science.

Tuning.

2.30 to 3.15.

Latin, 1st year.
 Typewriting.
 Geography.
 Home science.

Piano.
 Tuning.
 Manual training.

3.15 to 3.30.

Recess.

3.30 to 4.

Calisthenics.
 Kindergarten.

Piano.

4 to 4.30.

Geography.
 Typewriting.
 Reading.

Piano.
 Kindergarten.
 Manual training.

4.30 to 5.

Geography.
 Typewriting.
 Kindergarten.

Piano.
 Manual training.

Except from 6 to 6.30, the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study and the practice of music.

REGENTS REQUIREMENTS.

FROM THE SYLLABUS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

PRELIMINARY AND ACADEMIC EXAMINATIONS.

Below is a complete table grouped according to cognate relations of all subjects in which regular examinations are held to meet the varying needs, dependent on locality, constituencies and special courses, of the secondary schools of the State. The appearance of so many subjects on this list should not be made an excuse for overcrowding the curriculum. Principals should not form classes in advanced subjects with immature pupils, nor should they confuse with the secondary school course subjects in which examinations are held or instruction is given for advanced or special students or for those pursuing extension courses.

PRELIMINARY STUDIES.

Reading.	Elementary English.
Writing.	Arithmetic.
Spelling.	Geography.

ACADEMIC STUDIES.

The table assumes that each student takes three studies each day for five days each week. The term "count" represents ten weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed that subject.

Those who pass successfully in both parts of any of the following four parallel courses will receive half credit for the second part :

- 1 2d-year Latin *or* Cæsar.
- 2 3d-year Latin *or* Virgil's *Æneid*.
- 3 2d-year Greek *or* Anabasis.
- 4 3d-year Greek *or* Homer's *Iliad* and twenty weeks of equal grade.

Those who pass successfully in both of the following courses will receive full credit :

- 1 2d-year English *and* American selections.
- 2 3d-year English *and* English selections.
- 3 English reading *and* history of literature.

GROUP I.

LANGUAGE AND LITERATURE—ENGLISH (*a*).

- | | |
|-------------------------|------------------------------------|
| 4 English, 1st year, or | 4 English, 3d year, or |
| 2 Advanced English and | 2 Advanced English composition and |
| 2 English composition. | 2 English selections. |
| 4 English, 2d year, or | 4 English reading, or |
| 2 Rhetoric and | 4 History of literature. |
| 2 American selections. | 2 Business English (<i>d</i>). |

MODERN FOREIGN.

- | | |
|---------------------|----------------------|
| 4 German, 1st year. | 4 French, 3d year. |
| 4 German, 2d year. | 4 Spanish, 1st year. |
| 4 German, 3d year. | 4 Spanish, 2d year. |
| 4 French, 1st year. | 4 Spanish, 3d year. |
| 4 French, 2d year. | |

ANCIENT.

- | | |
|---------------------------------|---------------------------------|
| 4 Latin, 1st year (<i>b</i>). | 1 Latin composition. |
| 4 Latin, 2d year (<i>c</i>). | 4 Greek, 1st year (<i>b</i>). |
| 4 Caesar's Commentaries. | 4 Greek, 2d year (<i>c</i>). |
| 4 Latin, 3d year (<i>c</i>). | 4 Xenophon's Anabasis. |
| 2 Sallust's Catiline. | 2 Homer's Iliad. |
| 3 Cicero's Orations. | 4 Greek, 3d year (<i>c</i>). |
| 4 Virgil's <i>Æneid</i> . | 1 Greek composition. |
| 1 Virgil's Eclogues. | |

GROUP 2.

MATHEMATICS.

- | | |
|------------------------|-------------------------------------|
| 2 Advanced arithmetic. | 2 Solid geometry. |
| 4 Algebra. | 2 Trigonometry. |
| 2 Advanced algebra. | 2 Business arithmetic (<i>d</i>). |
| 4 Plane geometry. | |

GROUP 3.

SCIENCE.

PHYSICAL.

- | | |
|--------------|--------------|
| 2 Astronomy. | 4 Chemistry. |
| 4 Physics. | |

GEOLOGIC.

- | | |
|-----------------------|------------|
| 2 Physical geography. | 2 Geology. |
|-----------------------|------------|

BIOLOGIC.

- | | |
|------------|---------------------------|
| 2 Botany. | 2 Physiology and hygiene. |
| 2 Zoölogy. | |

GROUP 4.

HISTORY AND SOCIAL SCIENCE.

- | | |
|--|--------------------------------------|
| 2 Elementary U. S. history and civics. | 2 Civics. |
| 2 Greek history. | 2 Economics. |
| 2 Roman history. | 2 Commercial geography (<i>d</i>). |
| 2 Mediæval history. | 2 Commercial law (<i>d</i>). |
| 2 English history. | 1 History of commerce (<i>d</i>) |
| 2 Advanced U. S. history. | |

GROUP 5.

OTHER STUDIES.

- | | |
|---------------------------------------|---|
| 2 Stenography, 50 words per minute. | 2 Bookkeeping. |
| 2 Stenography, 100 words per minute. | 2 Advanced bookkeeping (<i>d</i>). |
| 2 1st-year home science (<i>e</i>). | 2 Business practice, etc. (<i>d</i>). |
| 2 2d-year home science (<i>e</i>). | 1 Business writing (<i>d</i>). |
| 2 1st-year shopwork (<i>e</i>). | 2 Typewriting (<i>d</i>). |
| 2 2d-year shopwork (<i>e</i>). | |

FORM-STUDY AND DRAWING.

- | | |
|------------|---------------------|
| 2 Drawing. | 2 Advanced drawing. |
|------------|---------------------|

SUMMARY.

<i>Subjects.</i>	<i>Branches. Counts.</i>	
English	12	34
German	3	12
French	3	12
Spanish	3	12
Latin	9	26
Greek	6	19
Mathematics	7	18
Science	8	20
History, etc.	11	21
Other studies	12	25
Total	74	199

(a) No extra counts will be given to those who pass both in English, first year, and advanced English and English composition; English, second year, and rhetoric; English, third year, and advanced English composition.

(b) In first-year Latin and Greek, candidates may take the separate examination or defer it and receive eight counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for first year's work and to take a separate examination in Cæsar or Anabasis rather than have eight counts dependent on a single trial.

(c) Latin, second year, is offered as a substitute for Cæsar, and Greek, second year, as a substitute for Anabasis; Latin, third year, and Greek, third year, are essentially sight translations.

(d) The special subjects for State business credentials may be credited toward academic credentials; advanced bookkeeping, commercial law, business English, business arithmetic, business practice and office methods, commercial geography and history of commerce, typewriting and business writing.

(e) For the present no formal written examinations will be given in home science and shopwork, but two counts will be allowed for the successful completion of each year's work on the certificate of the principal and the approval of the Regents inspector.

NOTES.

ORDER OF STUDIES.—There is no restriction in the order in which studies may be taken.

TIME LIMIT.—There is no limit of time, but all credentials issued by the University are good till canceled for cause.

SEVENTY-FIVE PER CENT. of correct answers is required in all subjects.

ANSWER PAPERS will be reviewed in the Regents office, and all papers below standard will be returned to the candidates. For those accepted, pass cards will be issued.

CANDIDATES not attending schools in which Regents examinations are held should send notice at least ten days in advance, stating at what time and in what studies they wish to be examined, that required desk room may be provided at the most convenient place.

Candidates who fail to send this advance notice can be admitted only so far as there are unoccupied seats.

PROFESSIONAL CERTIFICATES WITHOUT EXAMINATIONS.—Candidates having credentials which can be accepted in place of examinations should send them to the high-school department.

SAMPLE PAPERS.—The academic papers and the professional papers for each year are bound in separate volumes, either of which is mailed in paper covers for twenty-five cents, or board for fifty cents. Unbound sample papers may be had for one cent each.

UNIVERSITY CREDENTIALS.

1. PASS CARD.—Any study.

2. PRELIMINARY (PREACADEMIC) CERTIFICATE.—Reading, writing, spelling, elementary English, arithmetic, geography.

3. ACADEMIC CERTIFICATES.—All preliminaries and the subjects specified for the first-year certificate; all preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of these counts are in English.*

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represent a full year's work, are earned.

First-year Certificate.—No certificate is issued for 12 counts unless it includes the preliminaries and first-year English* (or English composition and 2 other English counts).

ACADEMIC DIPLOMA.—All preliminaries and any 48 counts, if not less than 8 are in English,* and not less than 6 each from the second, third and fourth groups.

Classical Academic Diploma.—This credential will be issued on request to such students as meet the requirements for an academic diploma and have credit for the required classical studies. The required classical studies are as follows: First-year Latin, Caesar or second-year Latin, Cicero, Virgil, Latin composition, first-year Greek, Xenophon or second-year Greek, *Iliad*, Greek composition, Greek history, Roman history.

Advanced Diplomas.—This single diploma provides for all academic courses longer than the regular 48-count course covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36, etc., counts in addition. On its face are specified the total counts, its name being determined by the highest multiple of 12.

HONORS.—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent. or more, the credential will be recorded and marked as having been earned "with honor," and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

INDORSEMENTS.—Holders of diplomas may have studies passed later recorded on the back, or, by special request, on the face; but such indorsements will not be made on certificates.

DUPLICATE CREDENTIALS.—These will be issued to replace lost or soiled originals on receipt of twenty-five cents each for the extra labor of looking up and verifying records.

* Any foreign language may be substituted for English, but the papers of all students who claim this privilege will be revised carefully for English.

INSTRUCTIONS TO CANDIDATES.

To be read aloud to all candidates by the principal or the deputy in charge at the beginning of each session.

1. No candidate shall communicate in any way or bring to the examination books or helps of any kind or question any examiner.

2. At the close of the examination in each subject each candidate must affix to his answer paper, in the line following the last answer, the following declaration, subscribe his name and then deliver his answer paper to the examiner :

“ I now, at the close of the examination in (name subject), declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received explanations or other aid in answering any of them.”

Every set of answers lacking this declaration, however satisfactory in other respects, will be rejected.*

3. Any candidate detected in trying to give or obtain aid will be instantly dismissed from the room and his papers for the entire week will be canceled.

4. Any candidate who, with fraudulent intent, endeavors to obtain any credential of the University shall be debarred from entering any Regents examination till admitted by special permission from the University on written application to the secretary. The University reserves the right to revoke any of its credentials obtained by disregard or violation of any of its rules. Ignorance of these rules will not be accepted as an excuse.

5. No candidate shall enter the examination more than half an hour late, and no candidate shall leave the room within half an hour after the distribution of question papers.

6. Heed strictly all directions on the question papers and read the questions very carefully. Do not give information that is not asked for. Write in ink on both sides of the paper. Give special attention to general order, legibility and neatness. Use only paper distributed by the examiners.

7. Write answers in the order of the questions. Do not copy the questions, but write the number of each question in the left margin before the answer. Leave a line blank after the answer to each question.

8. Papers should not be folded. At the top of each sheet or half sheet should be written on two separate lines : 1, subject ; 2, date ; 3, place ; 4, name, *e. g.* :

Arithmetic.....Albany High School.

June 15, 1905.....James Burns.

* Schools preferring may have printed copies of the prescribed declaration conspicuously posted in the examination rooms requiring students to subscribe to it by writing merely the formula, “ I do so declare,” followed by their signatures.

OUTLINE OF MUSIC STUDIES.

FROM THE SYLLABUS OF THE AMERICAN COLLEGE OF MUSICIANS.

NOTATION.

The staff; meter; rhythm; F, G, and C clefs; signature of time and key; dynamics; tempo; form. The study should be objective throughout, the essential nature and relations of things being first considered, and then the signs therefor. The study should be accompanied from the first with daily exercises in writing, in rendering by voice or instrument, and in interpreting or reading by ear. This will give facility in the use of notation, accuracy in performance, and will render the contents of the staff intelligible to the ear. The cultivation of discriminating aural perception is much neglected, and yet the contents of a musical expression should be as intelligible to the ear when rendered into sound as are the contents of a picture to the eye.

GENERAL MUSIC HISTORY.

FIRST YEAR.—1. Origin and nature of primitive music, vocal and instrumental; music among the Hebrews and other ancient nations; development by the Greeks; origin of the organ.

2. Music from the beginning of the Christian era through the first ten centuries; influence of the church; the Ambrosian and Gregorian modes; notation; origin of polyphony.

3. Music from about 1000 A.D. to 1400 A.D.; development of notation and polyphony; church and secular music; counterpoint; influence of the Crusades; the Troubadours and Minnesingers; the Folk Song; the organ.

4. Music, 1400 to about 1600; the advance of counterpoint; the Netherlandic epoch; progress and influence of secular and church music; culmination of counterpoint; rise of opera and oratorio; progress of instrumental music; improvement of the organ.

5. Music, 1600 to 1700, in Germany, Italy, France, England and other countries; development of the opera and oratorio; introduction of the harpsichord and clavi-chord; the progress of instrumental music; the violin group; wood and brass instruments and the organ; the orchestra.

6. Music, 1700 to the present; Italian, French and German opera; oratorio, cantata and passion music; instrumental music; the song; development of musical forms; the pianoforte; development of the modern tonal style; derivation of standard pitch.

MUSIC HISTORY.

SECOND YEAR.—In connection with the general outlines, the development of music in the following special lines should be studied: Ancient and modern tonality; standards of pitch; origin and improvement of instruments; art forms; systems of tuning; national characteristics; Italian, French and German opera; church and organ music; biography.

HARMONY.

FIRST YEAR.—A thorough working knowledge of the formation, names and classification of intervals, scales, keys, chords; figured bass; structure of forbidden progressions. The student should be prepared to recognize these elements at sight and by ear, and to form them with facility upon the keyboard and staff.

Rules of part-writing; concords and their inversions in all keys; auxiliary and passing notes; cadences; the phrase and period; modulations by means of triads only; dictated and original exercises to be written and played; reading by ear.

SECOND YEAR.—Discords and their inversions; modulation; dictated and original exercises, with figured bass, to be written and played; harmonizing melodies; reading by ear.

THIRD YEAR.—Altered and ambiguous chords; dictated and original exercises in figured bass; modulation; harmonizing melodies with modulations; reading by ear; exercises to be written and played.

FOURTH YEAR.—Organ point; suspension; anticipation; passing notes; melodic embellishments; harmonic embellishments; harmonizing melodies and unfigured basses; figuration; reading by ear; exercises to be written and played.

FIFTH YEAR.—Advanced.

COUNTERPOINT.

FIRST YEAR.—Two parts: one, two, three, four, six and eight notes against one; syncopation; florid counterpoint; dictated and original exercises, to be written and played daily throughout the course; reading by ear.

SECOND YEAR.—Three parts: all classes, as in first year. Four parts: all classes, as in first year.

THIRD YEAR.—Counterpoint in five or more parts; imitation; canon. In addition to the study of examples, the student must prepare original exercises throughout the course. Fugue: the subject; real and tonal answers; countersubject; episode; reply; modulation; stretto; pedal point; analysis and classification of examples; original work; reading by ear.

FOURTH YEAR.—Double, triple and quadruple, with advanced study of subjects, as in third year.

TERMINOLOGY.

In the various departments of music a large number of terms of special significance and derived from many sources are employed, and with which the student of music should be acquainted. The study is designed to bring out the technical and exact meaning of such terms, together with their derivation, orthography and correct pronunciation. The study should include a critical examination of terms used in melody, rhythm, dynamics, meter, harmony, counterpoint, and, in short, in every branch of music. The following are examples: Define key, scale, mutation stop, triad, adagio, stretto, exposition, the inverted turn, etc.

MUSIC FORM.

FIRST YEAR.—Meter; rhythm; section; phrase; period; small and large primary forms; licenses of construction; development of motives; composite primary form; theme and variations, étude, dance forms, march, idealized dance forms, special forms, reading and analysis throughout the course, with original work.

SECOND YEAR.—The Rondo: first, second, third and mutational forms; vocal forms; first and third parts of sonatina form in major and minor; omissions; second part of sonatina form.

THIRD YEAR.—The Sonata: principal subject; secondary subject; closing group; coda; connecting link; third part; modulations; modifications; developments; theoretic work; finale; higher rondo forms; the fourth and fifth forms; the slow movement; the composite large sonata; other applications of the instrumental forms; canon and fugue; reading and analysis throughout the course, with original work.

ÆSTHETICS.

The relation and functions of talent, emotion, intelligence and technic to expression; mechanical devices and processes; accents, their uses and classifications; nature of meter and rhythm; grammatical accent; æsthetic value of regular, displaced and syncopic accent; phrasing; characteristic accents, national and individual; melodic accents; thematic accent by transformations; quantitative accent; harmonic accent; utility of dissonances; the slur; auxiliary, neighboring and passing notes; suspension, anticipation and organ point. Dynamics as applied to melody; melody with and without accompaniment; simple and elaborate accompaniment; relative importance of interwoven melodies; dynamic effect of fundamental basses; dynamics in accompaniment; the crescendo and diminuendo; sudden dynamic changes; tempo; accelerando and ritardando; sudden changes of tempo; touch and tone color; use of the pedals; value of unity and diversity.

The study should be accompanied by ample illustrations, with examination of many examples and reading by ear. Special effort should be made to cultivate the critical in connection with the executive faculties.

ACOUSTICS.

This study should embrace the phenomena and laws relating to the production and properties of sound waves and tones, transmission, pitch, quality, velocity, reflection, refraction, vibration of strings and pipes, resonance and interference, beats and beat tones, musical intervals, temperament.

ORCHESTRATION.

Instruments played with a bow; instruments played with the hand; stringed instruments with keys; reed instruments; wind instruments without reeds; wind instruments with keyboards; brass instruments with mouthpieces; wood instruments with mouthpieces; instruments of percussion; miscellaneous instruments.

ORGAN, VOICE AND VIOLIN.

The Technical course in each of these branches will be published separately.

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Wely L.	Andante in F05

GUITAR MUSIC.

Arpeggio exercises	\$0.25	Caprice, by King05.
Charming Gavotte, by Le Thiere . . . . .	.05	Guitar Method, by Carcassi.	3.00.
82 Hymn Tunes selected from various standard meters.			

* Prescribed for Associateship Examinations of the American College of Musicians.

NOTE ON CLASSIFICATION OF PIANO- FORTE MUSIC.

Musical compositions, like other subject-matter used in school work, are suited to one stage or another of the pupil's progress; but it is much more difficult to assign musical compositions to their proper places than almost any other kind of educational material.

This classification is based upon a careful reading of the selections, with a view to determine the character and uses of their contents, and also upon wide experience in the adaptation of the list to a progressive course of musical study.

The groupings have been made by years rather than by "grades," in order not only to meet the requirements of pupils as they progress year by year through the course, but also to furnish selections suited to the smaller advances made from the beginning to the end of each year.

The arrangement is not inflexible, so that in special cases pieces found in any given year may be either taken earlier or deferred until later.

Behr, F. Op. 575, Nos. 1, 2, 3, 6.
Biedermann, A. J. Spring Flowers, No. 2.
Biedermann, A. J. Op. 91, No. 2, The Old Man in Leather.
Burgmüller, F. Op. 100, Étude 1, 2, 3, 5, 7, 10.
Ehman, A. Thirty-six Melodic and Rhythmical Studies, Book I.
Gurlitt, C. Op. 130, Études Facile, Nos. 1 to 8, inclusive.
Hackh, O. Op. 230, No. 2, The Tin Soldier.
Hackh, O. Op. 230, No. 5, On the Sea.
Köhler, L. Op. 151, Nos. 1, 2.
Köhler, L. Op. 190, complete.
Köhler, L. Op. 243, Going to Church.
Lichner, H. A Short Story.
Mozart, W. A. Sonatina.
Reinecke, C. Op. 107, No. 14, Sunset.
Rummel, J. Les Allegresses Enfantine, No. 1, Waltz.
Rummel, J. Tyrolienne.
Rummel, J. Rondino Galop.
Schumann, R. Album for the Young, Op. 68, Nos. 1, 2, 3, 4, 5, 6, 7, 10.
Spindler, F. May Bells, Op. 42, Nos. 1, 2, 3, 4, 5.
Thomé, F. Melodie.
Thomé, F. Remembrance.
Wait, Wm. B. Normal Course of Pianoforte Technic.

Bach, J. S. Twelve Little Preludes, Nos. 1, 2, 9, 10.
Baumfelder, F. Op. 270, No. 6.
Beethoven, L. Sonatina in G.
Beethoven, L. Minuet in C.
Blakeslee, A. C. Op. 25, Crystal Fountain Waltz.
Burgmüller, F. Op. 100, Études 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19.
Clementi, M. Op. 36, Sonatinas, Nos. 1, 2.
Duvernoy, J. B. Op. 176, Études Nos. 1, 13, 14, 21.
Ehman, A. Thirty-six Melodic and Rhythmical Studies, Book II.
Engelmann, H. Op. 620, No. 2, Awakening.
Gade, N. W. Op. 36, Christmas Pieces, Nos. 1, 3.
Gurlitt, C. Op. 130, Études Facile, Nos. 9, 10, 11, 12, 13, 14, 15, 16,
17, 18, 20, 21, 22, 23, 31.
Gurlitt, C. Op. 74, "From the Child World," Nos. 1, 2, 3, 4, 5, 6, 7,
8, 9, 11, 12.
Gurlitt, C. Op. 140, No. 7, The Festive Dance.
Handel, G. F. Fugue No. 1, from "Six Fugues."

- Haydn, J. Andantino.
 Hiller, P. Op. 61, No. 10, Butterfly Chase.
 Hiller, P. Op. 61, No. 11, Farewell, Dear Home.
 Hoffman, C. Romance, "On the Heights."
 Hummel, J. N. Scherzo.
 Karganoff, G. Op. 25, No. 4, Grandfather's Dance.
 Köhler, L. Op. 151, Études 7, 8, 9, 10.
 Köhler, L. Op. 115, Études 1, 2.
 Köhler, L. Op. 167, Études 1, 2.
 Köhler, L. Op. 243, Going to Church.
 Kullak, T. Op. 81, Scenes from Childhood, Nos. 1, 2, 3, 4, 5.
 Lange, G. Op. 243, No. 4, Harvest Tide.
 Lemoine, H. Op. 37, Études 8, 16.
 Lichner, H. "Twelve Characteristic Pieces," Nos. 1, 2, 3.
 Loeschhorn, A. Op. 96, "From the Child World," Nos. 1, 2, 3, 4, 5.
 Loeschhorn, A. Op. 138, No. 7, In the Twilight.
 Meister, W. Forget Me Not.
 Mendelssohn, F. Songs Without Words, Nos. 4, 9.
 Mozart, W. A. Rondo in C.
 Poldini, E. General Boom Boom.
 Reinhold, H. Op. 39, No. 2, Fairy Tale.
 Rohde, E. Marionettes, No. 5.
 Rummel, J. Les Allegresses Infantines, Nos. 2, 3, 4, 5, 6.
 Schumann, R. Op. 68, Album for the Young, Nos. 8, 9, 16, 18, 19, 20, 24, 26.
 Spindler, F. Op. 44, May Bells, Nos. 6, 7, 8, 9, 10, 11, 12.
 Spindler, F. Trumpeter's Serenade.
 Steinfeldt, P. A. D. Prayer of the King's Daughter.
 Tschaiakowsky, P. German Song.
 Tschaiakowsky, P. Op. 39, Dolly's Funeral.
 Von Wilm, N. Op. 81, No. 10, Gavotte.
 Von Wilm, N. Op. 81, No. 16, Mazurka.
 Wait, Wm. B. Normal Course of Pianoforte Technic.
 Westerhout, N. Rondo d'Amour.
 Wolff, B. Op. 44, No. 6, Children at Play.
 Wolff, B. Op. 59, No. 1, Rondo in G.

THIRD YEAR.

- Bach, J. S. All of Second Year, Bach.
 Bach, J. S. Twelve Little Preludes, Nos. 3, 4, 5, 6, 7, 8, 11, 12.
 Bach, J. S. Prelude No. 1 in C, from "Well-Tempered Clavichord."
 Baumfelder, F. Op. 270, Kinderscenen, Nos. 1, 2, 3, 4, 5, 7, 8.
 Beethoven, L. Op. 33, Bagatelle No. 3.
 Beethoven, L. Album Leaf, "Für Elise."
 Beethoven, L. Op. 49, No. 2, Sonatina in G major.
 Berens, H. Op. 61, Étude No. 1.
 Blakeslee, A. C. Op. 9, May Party Dance.
 Burgmüller, F. Op. 100, Études 22, 24, 25.
 Clementi, M. Op. 36, Sonatinas 3, 4, 5, 6.
 Döring, C. H. Op. 8, Études 9, 10.

- Ehmant, A. Thirty-six Melodic and Rhythmical Studies, Book III.
 Gade, N. Op. 36, Christmas Pieces, Nos. 2, 4, 5, 6.
 Giese, T. Op. 293, Melodic Pieces, Nos. 1, 2, 3, 4, 5, 6.
 Goldner, W. Gavotte Mignonne.
 Grieg, E. Op. 12, Lyric Pieces, Nos. 1, 2, 3, 8.
 Gurlitt, C. Op. 74, "From the Child World," Nos. 10, 13, 14, 15, 16,
 17, 18, 19, 20.
 Gurlitt, C. Op. 130, Etudes Facile, Nos. 19, 24, 25, 26, 27, 28, 29, 30,
 32, 33, 34, 35.
 Handel, G. F. Fugue No. 2, from "Six Fugues."
 Heins, C. Op. 194, Dance of the Sylphs.
 Hiller, F. Op. 117, No. 13, Serenade.
 Hummel, J. N. Scherzo.
 Jadassohn, A. Op. 17, No. 3, Children's Dance.
 Köhler, L. Op. 167, Études 6, 8.
 Köhler, L. Op. 175, Études 1, 3, 6, 8.
 Kuhlau, F. Op. 20, No. 1, Sonatina.
 Kullak, T. Op. 81, Scenes from Childhood, Nos. 6, 7, 8, 9, 10, 11, 12.
 Lemoine, H. Op. 37, Étude 24.
 Lichner, H. Twelve Character Pieces, Nos. 4, 5, 6, 7, 8, 9, 10, 11, 12.
 Loeschhorn, A. Op. 96, "From the Child World," Nos. 6, 7, 8, 9, 10, 11.
 Löw, J. Cavatina.
 MacDowell, E. A. Op. 51, Woodland Sketches, No. 1.
 Mendelssohn, F. Op. 72, Christmas Pieces, Nos. 1, 2, 3, 4.
 Mendelssohn, F. Songs Without Words, Nos. 2, 6, 12, 16, 22, 28, 35, 37, 41,
 44, 48, 49.
 Mendelssohn, F. "Wandering."
 Ravina, H. Op. 86, Calinerie.
 Reinhold, H. Op. 39, No. 9, Hungarian Dance.
 Röhr, L. Op. 24, Études 1, 2.
 Schmoll, A. Op. 50, No. 23, Polonaise.
 Schmoll, A. Cymbals and Castanettes.
 Schumann, R. Op. 68, Album for the Young, Nos. 11, 14, 15, 17, 28, 38,
 41, 42, 43.
 Smith, Seymour "Dorothy," An Old English Dance.
 Sousa, J. P. Liberty Bell March.
 Spindler, F. Op. 58, Étude No. 1.
 Suppé, F. Marche du Diable (4 hands).
 Wait, Wm. B. Normal Course of Pianoforte Technic.

FOURTH YEAR.

- Bach, J. S. All of Third Year, Bach.
 Bach, J. S. Fifteen Two-part Inventions, Nos. 3, 4, 6, 8, 10, 13, 15.
 Bach, J. S. Bach Album, Schirmer Library Edition, Nos. 1, 2, 4, 5, 6,
 10, 11, 12, 13, 14, 15, 19, 20, 21.
 Bach, J. S. Gavotte, from G major suite. (Kullak Edition.)
 Bach, J. S. Preambulum. (Kullak Edition.)
 Bach, J. S. Bourrée in G major, from Violoncello Sonata No. 4.
 Beaumont, P. Berceuse, "Slumber Sweetly."

- Czerny, COp. 636, Étude 7.
 Döring, C. HOp. 8, Étude 11.
 Handel, G. FFugues 5 and 6, from "Six Fugues."
 Heller, SOp. 45, Études 23, 24.
 Heller, SOp. 85, No. 2, Tarantelle.
 Heller, SOp. 138, No. 9, Curious Story.
 Hiller, FOp. 56, Rhythmical Studies, Nos. 2, 3, 5.
 Jensen, AOp. 17, Scenes of Travel, Nos. 2, 5, 6.
 Krause, AOp. 2, Étude No. 2.
 Le Couppey, FOp. 26, Étude No. 12.
 MacDowell, E. AOp. 51, Woodland Sketches, Nos. 3, 10.
 Mendelssohn, FSongs Without Words, Nos. 5, 14, 20, 23, 29, 36, 38, 45, 47.
 Mozart W. ASonata in F, No. 4, Schirmer Library Edition.
 Nevin, EOp. 13, Water Scenes, Nos. 2, 4.
 Nevin, EOp. 25, A Day in Venice, Nos. 1, 2, 3, 4.
 Paderewski, I. JOp. 14, Minuet in G.
 Sapellnikoff, WOp. 4, No. 2, Gavotte.
 Schuett, EOp. 17, No. 1, Gavotte Humoresque.
 Spindler, FOp. 17, Drawing Room Flower.
 Tschaikowsky, POp. 2, No. 2, Song Without Words.
 Wait, Wm. BNormal Course of Pianoforte Technic.

SIXTH YEAR.

- Bach, J. SAll of Fifth Year, Bach.
 Bach, J. SAlbum, Schirmer's Library Edition, Nos. 16, 17.
 Bach, J. SGavotte in D from Sixth Violoncello Sonata, arranged by
 William Mason.
 Bach, J. SBourrée in B minor, from Second Violin Sonata.
 Bach, J. SPrelude and fugue in B flat, No. 4, Tausig Edition.
 Beethoven, LOp. 2, Sonata in F minor, No. 1.
 Bohm, COp. 153, Polonaise, "With Song and Mirth."
 Chopin, FOp. 34, Waltz, No. 1.
 Chopin, FOp. 37, Nocturne, No. 1.
 Cramer, J. BÉtudes Nos. 1, 7, 8, Bülow Edition.
 Handel, G. FVariations on "Harmonious Blacksmith."
 Hiller, FRhythmical Studies, Nos. 6, 7, 8, 11, 12.
 Ketterer, EOp. 266, Saltarelle.
 Kontski, A. deOp. 271, Polonaise.
 Lysberg, C. BOp. 51, La Baladine.
 MacDowell E. AOp. 51, Woodland Sketches, Nos. 4, 7, 9.
 Mendelssohn, FSongs Without Words, Nos. 3, 8, 10, 11, 15, 26, 30, 32, 39.
 Merkel, GOp. 92, Tarantelle.
 Mills, S. BOp. 31, Gavotte.
 Moszkowski, MOp. 15, No. 1, Serenata.
 Moszkowski, M "In Tempo di minuetto."
 Nevin, EOp. 13, Water Scenes, Nos. 1, 3, 5.
 Ravina, HOp. 14, Étude de Style, No. 1.
 Rubinstein, AOp. 44, Romance in E flat.
 Scharwenka, XOp. 3, Polish Dance.

- Schubert-SchultzMinuet in D from Third Quartet.
 Schumann, ROp. 28, No. 2, Romance in F sharp.
 Schumann, ROp. 12, No. 3, "Warum?"
 Wait, Wm. BNormal Course of Pianoforte Technic.

SEVENTH YEAR.

- Bach, J. S.All of Sixth Year, Bach.
 Bach, J. S.Gigue from the G major suite, Kullak Edition.
 Bach, J. S.Fugue from the toccata in E minor, Kullak Edition.
 Bach, J. S.Album, Schirmer Library Edition, No. 18.
 Bach, J. S.Prelude and fugue in D major, No. 3, Tausig Edition.
 Bach, J. S.Prelude and fugue in D minor, No. 7, Tausig Edition.
 Beethoven, L.Op. 13, Sonata Pathétique.
 Chopin, F.Op. 34, Waltz, No. 3.
 Chopin, F.Op. 40, Polonaise, No. 1.
 Chopin, F.Op. 50, Mazurka, No. 1.
 Clementi, M.Gradus ad Parnassum, Nos. 1, 2.
 Grieg, E.Anitra's Dance, from Peer Gynt Suite.
 Hiller, F.Op. 56, Rhythmical Studies, Nos. 4, 10, 13.
 MacDowell E. A.Op. 51, Woodland Sketches, Nos. 2, 6.
 Mendelssohn, F.Songs Without Words, Nos. 17, 21, 24.
 Mozart, W. A.Sonata in F, No. 6, Cotta Edition.
 Rubinstein, A.Op. 82, Polka Bohème.
 Schumann, R.Op. 21, Novelette, No. 1.
 Schumann, R.Op. 11, Tarantelle.
 Wait, Wm. B.Normal Course of Pianoforte Technic.

EIGHTH YEAR.

- Bach, J. S.All of Seventh Year, Bach.
 Bach, J. S.Prelude and fugue in C minor, No. 2, Tausig Edition.
 Beethoven, L.Op. 26, Sonata in A flat.
 Chaminade, C.Scarf Dance, Air de Ballet, No. 3.
 Chopin, F.Op. 29, Impromptu, No. 1.
 Chopin, F.Op. 37, Nocturne, No. 2.
 Chopin, F.Op. 10, Étude No. 5.
 Chopin-Liszt.Op. 74, No. 2, Polish Song.
 Grieg, E.Op. 43, No. 6, To Spring.
 Larregla, J.Coquetuela Mazurka.
 Liszt, F.Liebesträume, No. 2.
 Lysberg, C. B.Op. 34, La Fontaine.
 Mendelssohn, F.Songs Without Words, No. 34 (Spinning Song).
 Moschelles, J.Op. 70, Études Nos. 1, 3, 4, 6.
 Rheinberger, J.The Chase.
 Schubert, F.Op. 142, No. 3, Impromptu.
 Schubert-LisztLa Serenade.
 Schuett, E.Étude Mignonne.
 Schumann, R.Op. 82, No. 7, Bird as a Prophet.
 Wagner, R.Magic Fire from Die Walküre (4 hands).
 Wait, Wm. B.Normal Course of Pianoforte Technic.

NINTH YEAR.

- Bach, J. S. All of Eighth Year, Bach.
 Bach, J. S. English Suites Nos. 1 to 6, Schirmer Library Edition (in preparation).
 Beethoven, L. Op. 28, Sonata Pastorale in D (in preparation).
 Chopin, F. Op. 38, No. 2, Ballade.
 Liszt, F. Transcription of Wagner's Spinning Song from "Flying Dutchman."
 MacDowell, E. A. Op. 17, No. 2, "Hexentanz," (Witches' Dance).
 MacDowell, E. A. Op. 18, No. 2, Humoresque.
 Mendelssohn, F. Op. 14, Rondo Capriccioso.
 Weber, Von, C. M. Op. 24, Perpetual Movement.
 Wait, Wm. B. Normal Course of Pianoforte Technique.

TENTH YEAR. (In preparation).

- Bach, J. S. All of Ninth Year, Bach.
 Bach, J. S. Chromatic fantasia in D minor (Bülow).
 Bach, J. S. Prelude and fugue in A minor. (Peter's Edition, Book 207).
 Beethoven, L. Op. 106, Sonata in B flat.
 Beethoven, L. Op. 120, 33 variations on a waltz, by Diabelli.
 Brahms, J. Op. 24, Variations and fugue on a theme by Handel.
 Chopin, F. Op. 35, Sonata in B flat minor.
 Moschelles, I. Op. 70, Études Nos. 11 and 12.
 Schumann, R. Op. 13, 12 symphonic études in the form of variations.

LIST OF PUPILS.

MALES.

ALBERS, WILLIAM H.
 ALPERSTEN, MORRIS
 BAKER, WALTER E.
 BAUMANN, CHARLES
 BERGIN, MARTIN
 BONNER, DANIEL
 BRAGALTO, MICHAEL
 BRANDT, WILLIAM
 BURROWS, OSCAR H.
 CALLAN, GEORGE
 CARMODY, GEORGE M.
 CEPPO, SILVIO
 CHAMBERS, WILLIAM
 COHEN, ISADORE
 COMON, CHARLES
 CRANDALL, CHARLES F.
 CURRAN, THOMAS
 DEAN, JOHN J.
 DENK, LOUIS
 DESMOND, FRANK
 DI BLASIO, ANGELO
 DONNELLY, SAMUEL
 DORE, ALFRED
 DOYLE, JAMES
 ETWANIG, MOSES
 FAHY, JOHN M.
 FELDMAN, JACOB
 FESSELMAYER, PETER E.
 FITZGERALD, LAWRENCE
 FLECKENSTEIN, HENRY
 FOGEL, BERNHARDT
 FREUDENREICH, RUDOLPH
 FRIVRICH, MORRIS
 FUHRMEISTER, WILLIAM
 GARVEY, PETER
 GASKELL, WHITMAN R.
 GLASMANN, ASHLEY
 GLOVER CALVIN S.
 GOLD, LOUIS
 GRANTZOW, ANDREW
 GUBLER, CHRISTOPHER
 HAGERMAN, AXEL
 HANCHETTE, BOYD K.
 HARRIS, JOSEPH
 HAWXHURST, GEORGE
 HELWIG, RAYMOND J.
 HOLST, HAROLD
 HOWES, EGBERT
 ILLING, HENRY H.

JOHNSON, THOMAS
 JOHNSON, THOMAS
 KATSCH, FRITZ
 KEARNEY, EDGAR F.
 KOHLER, ROBERT I.
 KIRBY, JOSEPH
 KLEIN, HARRY
 KNIGHT, J. W. HARVEY
 KOSTOWSKI, WALTER
 KRAKOWER, JACOB
 KREY, HENRY
 KUCHLER, ALBERT C.
 LINDNER, WILLIAM
 LOEWENSTEIN, MILTON
 MARCHMAN, EDWARD
 McCONVELL, CHARLES
 McCORMACK, JOHN G.
 McDONALD, JAMES
 McINTYER, PATRICK
 McPARTLAND, WALTER
 MEINERT, CHARLES A.
 MEYER, WILLIAM
 MOORE, WILLIAM E.
 NABENHAUER, ALBERT A.
 NEDER, GEORGE
 NOLAN, WILLIAM
 PIRNIE, ALEXANDER
 PHILLIPS, HARRY
 PLEBANI, FRANK
 REICHARD, JOSEPH
 RICHARDSON, CHARLES E.
 RICHARDT, JOHN
 ROBINSON, JOSEPH
 ROSENMAN, SAMUEL
 RUSSO, GEORGE
 SABEL, HARRY
 SCHENCK, WILLIAM R.
 SHEARON, JOHN G.
 SMITH, JAMES
 STEINBURG, ABRAHAM
 STONE, GEORGE W.
 TAGLANG, GEORGE
 THOMPSON, ALBERT
 TOWNSEND, PERCIVAL G.
 TROLLA, ANTONIO
 VAN DYCK, JOHN
 WALTERS, HENRY
 WINTER, GEORGE
 WRIGHT, ROBERT

FEMALES.

ARNOWITZ, ANNIE
 BARTHOLD, ELSIE
 BORDO, JULIA
 BRITTON, DORETTA
 BUSSE, JOSEPHINE
 BUTLER, E. LORETTA
 CLANCY, MAGGIE
 CLARK, CATHERINE
 COHEN, CATHERINE
 CORLISS, MADELINE
 COSTELLO, NELLIE
 COYLE, CATHERINE
 CRAMPTON, CLARA
 DECKER, MABELLE
 DINGLEY, HARRIET
 DONOHUE, JENNIE
 DOUGHTY, ADALINE
 DYER, THERESA
 EADIE, MARGARETTA
 EVANS, ELLEN
 FEIN, SADIE
 FLYNN, ELIZABETH
 FORTIER, ALIDA
 FULLMER, MARION
 GARRELMAN, ANNIE
 GEERCKE, HENRIETTA M.
 GLASSNER, ANNIE
 GORDON, GERTRUDE I.
 GROVES, FLORENCE M.
 HALE, MARY F.
 HARDY, EDITH
 HAROLD, MAY
 HARRIS, MILDRED
 HECKEL, BARBARA
 HEIL, EMILY T.
 HOGAN, MARGARET R.
 HOLDEN, MARGARET D.
 HORAN, ELIZABETH
 HUPPERT, MINNIE

INFELD, SADIE
 JOHNSON, MARTHA
 KENNEY, CATHERINE
 KLEIN, LENA L.
 KNAPP, SARAH E.
 LASHER, EDNA
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 McKENNA, MARGARET
 MONOHAN, ANNIE
 MORAN, MARY
 MYERS, CATHERINE
 NORCOTT, MARY V.
 O'SHAUGHNESSY, CATHERINE
 PATH, MARY
 PAYNE, ELIZABETH
 PHELAN, ELIZABETH
 PIECHOCINSKI, JOSEPHINE
 POLHEMUS, LULU
 PROBST, MARGARET
 SCHOELLNER, MARY
 SCHWAHN, JOHANNA
 SCHWARTZ, ESTHER
 SCOTT, VIOLET I.
 SMITH, MARION A.
 SPITZNADLE, MATILDA
 STEINBURG, SARAH
 VANDERMACE, KATIE MAY
 VOGT, LENA D.
 VOPAT, ROSE
 WAGERMAN, ELIZABETH
 WARREN, MARGARET
 WEISS, C. GLADYS
 WILLIAMS, JANE
 WILLIAMS, LUCY
 WINTRINGHAM, RUTH
 WOLLERT, ANNA
 WOODS, THERESA

